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ABSTRACT

As part of Saddleback College's (SC's) accreditation process, the Community College Student Experiences Questionnaire was administered to 1,250 students during the second week of classes in fall 1991. The survey focused on the following areas: college environment; institutional effectiveness; estimated gain on a variety of personal/developmental indicators; extent of participation in college activities; quality of effort in college activities; participation in college programs and courses; background, work, and family; and improvement of the questionnaire. Key findings, based on the completed questionnaires of 983 students, included the following: (1) generally, survey participants found that the quality of student services was satisfactory, that students had opportunities to participate in the college decision-making process, and that they had made their greatest gains in acquiring knowledge and skills applicable to a specific job or type of work; (2) writing activities were a prominent part of the college experience for respondents; (3) over 60% of the students at least occasionally used information they had learned in a science class to understand some aspect of their world; (4) 55% of the sample had never read or asked about a student club or organization, 75% had never attended a meeting of a student club or organization, and nearly 30% spent no out-of-class time on campus; (5) 60% indicated that the most important reason for attending SC was to prepare for transfer to a four-year institution; and (6) except for males in the 23-to-27 age group, two-thirds of each age group, both male and female, indicated that they had family responsibilities. Appendixes provide a discussion of the study methodology, and data tables on the estimate of gains, on college activities, and on frequency of participation in various general education areas. (JMC)

SADDLEBACK COLLEGE ACCREDITATION '92

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ANALYSIS OF THE SURVEY OF STUDENT EXPERIENCES AT SADDLEBACK COLLEGE VIA THE COMMUNITY COLLEGE STUDENT EXPERIENCES QUESTIONNAIRE (CCSEQ)

by

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January, 1992

Executive Summary

of

ANALYSIS OF THE SURVEY OF STUDENT EXPERIENCES AT SADDLEBACK COLLEGE VIA THE COMMUNITY COLLEGE STUDENT EXPERIENCES QUESTIONNAIRE (CCSEQ)

A survey of the students of Saddleback College was conducted during the Fall, 1991 semester. The survey instrument was the Community College Student Experiences Questionnaire (CCSEQ) available through the Center of the Study of Evaluation at the University of California, Los Angeles. The analysis of the survey responses was based on the completed questionnaires received from 983 students.

Survey participants were asked to respond to several descriptions related to the general environment at Saddleback College and the vast majority of students found that environment satisfactory. Most would again start at Saddleback College if given the choice and most found their peers, the College staff, and faculty supportive. They felt that the College could be described as stimulating and often exciting.

Survey participants were asked to respond to several descriptions related to the institutional effectiveness of Saddleback College. Generally the survey participants found Student Services responsive to the changing needs of the students, staff, and faculty. The quality of student services provided was seen as satisfactory and the variety adequate to meet student needs. Further, Student Services at Saddleback College was seen to reflect a concern for students' physical and mental well-being, facilitate academic progress, and help students relate to others in the educational community.

The respondents generally agreed that students of all ages had opportunities to participate in the College decision making process through various committees and/or the A.S.G. (Student Government). Further, the A.S.G. was seen as important as one part of the total College governance and policy development constituency. Although nearly half of all survey participants indicated that they did not know enough about the financial support provided by the ASG to evaluate it, over three-quarters of those who were familiar with it felt this financial support was important to a variety of college instructional activities, student services and student programs.

Survey participants found the library staff available and helpful and were generally able to find the information they sought when they used the Saddleback College Library.

Survey participants generally felt that they had adequate input with respect to faculty evaluation of classroom teaching performance.

Survey participants were asked to described the extent to which they had gained or made progress in a multitude of areas in their experience at Saddleback College. These students felt that they had made their greatest gains in "Acquiring knowledge and skills applicable to a specific job or type of work" and "Developing the ability to learn on their own, pursue ideas, and find information they need."

In another portion of the questionnaire the students were asked to describe the extent of their participation in various college activities during the current school year. Nearly two-thirds of the students in the sample reported that they had

often or very often summarized major points and information from readings or notes. Nearly one-third of the students reported that they had never discussed comments an instructor made on a test or paper they had written. Three-quarters of the sample had serious discussions with students who were much older or much younger than themselves at least occasionally and a quarter of the students in the sample had such conversations often or very often. Nearly two-thirds of the students, at least occasionally, talked about music (classical, popular, musicians, etc.) with other students at the college, but slightly less than one-third attended a concert or other musical event at the College at least occasionally.

Writing activities were a prominent part of the college experience of Saddleback students and over sixty percent of the students at least occasionally used information they had learned in a science class to understand some aspect of the world around them. Two-thirds of the sample reported receiving at least some instruction in problem solving skills, speaking skills, reading skills, and writing skills. Nearly a quarter of the sample often or very often looked in the student newspaper or on bulletin boards for notices about campus events and student organizations. However fifty-five percent of the sample had never read or asked about a student club or organization and fully three-quarters of the sample had never attended a meeting of a student club or organization. Over seventy percent of the students in the sample never attended an athletic event on campus, but eleven percent attended such events often or very often. Over half of the students had discussed their vocational interests, abilities, and ambitions with a counselor/advisor and nearly half had made an appointment with a counselor or an advisor to discuss their plans for transferring to a four-year college or university.

Survey participants were asked to respond to a series of questions that were used to detail their reason for attending Saddleback College, their program and degree objectives, their course loads, and the types of courses they had completed. Sixty percent indicated that their most important reason for attending Saddleback College was to prepare for transfer to a four-year college or university. Fairly consistently over each course load category, twenty-one percent of the students did not work at a job for pay. Conversely nearly eighty percent of the students in each unit load category worked at least some hours each week for pay. Half of those students who were enrolled in full-time loads (12 or more units) worked more than twenty hours each week. Two-thirds of those students who were enrolled in less than twelve units worked more than twenty hours each week.

As a group, seventy percent of those students who had taken more than 15 units at Saddleback studied or prepared ten or fewer hours each week and only slightly more than four percent studied more than 20 hours. Fifteen hours of study appeared to be a practical limit for study time for most students no matter how many course units they took. Even for those taking more than 15 units, eighty-two percent studied 15 hours or less per week. It appeared that the interference of work was fairly uniform over all divisions of weekly study hours and provided greater interference than that due to family responsibilities.

Nearly thirty percent of the sample indicated they spent no time on campus other than that while attending classes. Almost fifty percent of the sample spent between 1 and 3 hours each week on campus other than the time spent in class. Slightly less than one quarter of the sample spent 4 our more hours on campus each week above what they spent in class. It appeared that those who worked 1 to 20 hours per week had a slightly greater tendency to stay on campus when not in class than did those without jobs. Of course, those who worked 21 or more hours were the least likely to spend extra time on campus. The number of extra hours students spent on campus was not dependent on either their age or sex.

Over eighty percent of the students in the sample were employed while attending Saddleback. Nearly forty-nine percent of the new students worked for pay

more than 20 hours weekly. For the students new to the College, a higher proportion of males did not have a job. Nearly fifty-five percent of the new females work over 20 hours each week, while less than thirty-eight percent of the new males were so employed.

A higher proportion of female students in each age group had family responsibilities than did male students except in the small above 55 years of age category where all 7 men claimed such a responsibility. Except for males in the 23 to 27 year age group, two-thirds of each age group, whether male or female, had family responsibilities. Seventy-eight percent of the female respondents reported the existence of family responsibilities while sixty-eight percent of the male respondents reported similar responsibilities. A majority of the respondents in the entire sample reported having both family responsibilities and work responsibilities.

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Chapter 1

INTRODUCTION

A survey of the students of Saddleback College was conducted during the second week of classes of the Fall, 1991 semester. The survey instrument was the Community College Student Experiences Questionnaire (CCSEQ) available through the Center of the Study of Evaluation at the University of California, Los Angeles (the Center). This survey activity was helpful to the students, faculty, and staff of Saddleback College because it provided information that was useful in the following important areas:

1. Assessment of institutional effectiveness
2. Completion of the Accreditation Self-study
3. Evaluation of general education programs
4. Measurement of the extent of student involvement in College programs and the attitude of students toward their collegiate experiences
5. Improvement of instructional programs and student support services.

Purpose

Through the accreditation self-study process and the AB1725 accountability model, it became necessary for the California community colleges to measure the following:

1. The quality of effort that students put in to the use of College facilities
2. The extent of student participation in activities that promote the development of academic skills and social growth
3. The quality of the College environment and student satisfaction with the College.

It was felt that the Community College Student Experiences Questionnaire (CCSEQ) was an appropriate instrument for use in a survey effort with a goal of quantifying these subjective states. The responses to the questionnaire provided a window through which it was possible to observe the quality of student involvement in the educational opportunities of the College and to observe the reactions of students to their experiences at Saddleback College.

Procedure

A sample of convenience was selected from the class sections offered by the College during the Fall, 1991 semester. A total of 1250 questionnaires were sent out to the instructors of 36 class sections. In all, 1052 completed surveys were returned by 31 of these instructors. Of this group of returned questionnaires 1033 were processed

by the Center. The responses from each of these 1033 questionnaires were returned to Saddleback College for analysis. Several of these 1033 questionnaires had incomplete responses in the "Background, Work, Family" section of the questionnaire. Because a meaningful analysis of the questionnaire responses often required some background information on the respondent (i.e. age, sex, number of hours employed for pay while in school, number of units taken by the student at Saddleback College, etc.), it was decided to remove from the sample fifty questionnaires in which responses were not provided to certain key questionnaire elements. A complete description of the process used to refine the sample and a discussion of the sample itself was placed in Appendix I.

The analysis of the survey responses was thus based on the completed questionnaires received from 983 students. In several cases, subgroups of this large sample were chosen for the focus of the analysis of responses to particular questionnaire items, when it was felt that such a selection was necessary to preserve the validity of that analysis. For example, when questions related to the student's past experiences at Saddleback College were considered, it was felt that the responses of students who were not new to the College at the time of the survey and who had taken more than 15 units at Saddleback College should constitute the information on which any analysis was based. There were 497 potential respondents in this particular subgroup of the sample.

Chapter 2

COLLEGE ENVIRONMENT

Survey participants were asked to respond to several descriptions related to the general environment at Saddleback College and the vast majority of students found it satisfactory. Most would again start at Saddleback College if given the choice and most found their peers, the College staff, and faculty supportive. They felt that the College could be described as stimulating and often exciting.

Because the survey was given during the second week of the fall term, it was felt that the responses of students who were not new to the College at the time of the survey and who had taken more than 15 units at Saddleback College should constitute the information on which any analysis of the responses to these questions was based. There were 497 potential respondents in this particular subgroup. The detailed responses were analyzed below. The individual questionnaire elements were placed in bold type to aid reader identification.

If you could start over again would you go to this college?

The survey participants made a choice between "yes", "maybe" and "no" for their response to this question. All but eight of the students with over 15 units completed at Saddleback College who participated in the survey responded to this question. Of this group of 489 students nearly eighty percent answered with an unequivocal "yes". While fourteen percent were not sure whether they would chose Saddleback and responded "maybe," only seven percent of the respondents felt they would definitely start at another institution and responded "no" to this question.

There did not appear to be any significant racial factor affecting how students chose to respond to this question. Over two-thirds of those in each of the racial/ethnic categories tracked in the survey indicated that if they had to start over again they would again choose Saddleback. The racial/ethnic group with the highest "yes" response to this question was that composed of those 80 students of Hispanic, Latino descent. Over eighty-seven percent gave this affirmative response. Eighty-three percent of the 12 students of American Indian descent and eighty percent of the 15 students of Black, African-American descent responded similarly. Slightly over seventy-seven percent of those 769 students classified as White would have definitely started again at Saddleback. Students of Asian or Pacific Islander descent gave the lowest rate of "yes" response to this question. Sixty-seven percent of the 64 students in this category indicated that they would definitely again start at Saddleback College.

After analysis of the racial/ethnic distribution of those students who stated that they definitely would not start again at Saddleback College, it was found that those of Asian and Pacific Islander descent had the highest rate of negative response with eleven percent. This level was six percent for the White students. Only 2 Hispanic, Latino students (three percent of the respondents in this racial/ethnic group); 1 Black, African American student (seven percent of the respondents in this racial/ethnic group); and no students of American Indian descent replied that they would definitely not again start at Saddleback College if they had to do it over again.

Do you feel that this college is a stimulating and often exciting place to be?

The survey participants made a choice between "all of the time", "most of the time", "some of the time", and "rarely or never" for their response to this question. Of the 483 respondents to this question, fifty-six percent found the College to be stimulating and often exciting "most" or "all" of the time. While the majority of the remaining students (thirty-seven percent of the respondents) felt this was a valid description of the College "some of the time", only seven percent of the respondents felt the College was "rarely or never" stimulating. A slightly larger group, eight percent of the respondents, felt the the College was a stimulating and an exciting place to be "all of the time."

Slightly less that a quarter of the 33 students who responded to this questionnaire element and who had also earlier indicated that, given the opportunity to do it over again, they would <u>not</u> start at Saddleback felt that the College was "rarely or never" a stimulating and exciting place to be. Over three-quarters of this group felt it was stimulating at least "some of the time" and , in fact, fifteen percent found it stimulating "most of the time."

How many of your courses at this college would you describe as challenging, stimulating, and worthwhile?

The survey participants made a choice between "all", "most", "some", and "few or none" for their response to this question. Of the 484 respondents to this question, over seventy-eight percent felt that "all" or "most" of their courses could be described as challenging, stimulating, and worthwhile. In fact, twenty percent of the respondents felt "all" of their courses could be described as challenging, stimulating, and worthwhile. Slightly less than twenty percent of the respondents felt only "some" of their courses could be so described and just two percent felt "few or none" of their courses had been challenging, stimulating, and worthwhile. Of this small group of ten students who had found few of their courses stimulating, thirty percent reported that if they had to do it over again they would again attend Saddleback College. Fifty percent of this group said they would not start again at Saddleback.

How many of the students you know are friendly and supportive of one another?

The survey participants made a choice between "all", "most", "some", and "few or none" for their response to this question. Of the 487 respondents to this question, seventy-two percent felt that "all" or "most" of the students they knew were friendly and supportive of one another. Slightly less than a quarter of the respondents reported that "some" of the students they knew were friendly and just five percent felt that "few or none" of the students they knew were friendly and supportive of one another. Although five percent felt that few if any of the students they knew were friendly and supportive, twice that many felt "all" the students they knew were friendly and supportive. Of the twenty-three students who indicated that they had found "few" other students friendly and supportive, sixty-five percent also reported that if they had to start over again they definitely would again attend Saddleback College.

How many of your instructors at this college do you feel are approachable, helpful, and supportive?

The survey participants made a choice between "all", "most", "some", and "few or none" for their response to this question. Of the 484 respondents to this question, seventy-eight percent felt that "all" or "most" of their instructors at Saddleback College were approachable, helpful, and supportive. While twenty percent felt "some" of their instructors could be described this way, this same proportion of the respondents felt that "all" of their instructors were approachable, helpful, and supportive. Only two percent of the students felt that this phrase was appropriate for "few or none" of their instructors. Of the 11 students in this latter group, only 2 indicated that they would not again start at Saddleback College if they had it to do over again. In fact seventy-three percent of those who had found "few or none" of their instructors helpful reported that they would definitely start again at Saddleback College if they had it to do over again.

How many of the college counselors, advisors, and department secretaries you have had contact with would you describe as helpful, considerate, knowledgeable?

The survey participants made a choice between "all", "most", "some", and "few or none" for their response to this question. Of the 483 respondents to this question, sixty-one percent felt that "all" or "most" of their college counselors, advisors, and department secretaries were helpful, considerate, and knowledgeable. Twenty-nine percent of the students felt only "some" of these individuals could be described this way, seventeen percent felt "all" could be described this way, while ten percent felt "few or none" fit this description. Of the 50 students in this latter group, only 7 indicated that they would not again start at Saddleback College if they had it to do over again. In fact seventy percent of those who had found "few or none" of their counselors, advisors, or department secretaries helpful reported that they would definitely start again at Saddleback College if they had it to do over again.

Are there places on the campus for you to meet and study with other students?

The survey participants made a choice between "yes, ample places", "yes, a few places", and "no" for their response to this question. While eighty-eight percent of the 480 respondents to this question gave an answer of "yes", this group was evenly divided as to whether they would classify the quantity of such places as "ample" or just "a few." Both categories received forty-four percent of the responses. The respondents who felt that there were "no" such meeting and study places on campus composed twelve percent of all responses.

Chapter 3

INSTITUTIONAL EFFECTIVENESS

Survey participants were asked to respond to several descriptions related to the institutional effectiveness of Saddleback College. These questions were added to the CCSEQ instrument by the staff of Saddleback College so that student opinion could be measured in areas of specific interest to the committees putting together the Accreditation Self-Study. The CCSEQ had a specific section that allowed for up to sixteen additional questions to be appended to it for just such local purposes. Saddleback College selected ten questions and the student responses were analyzed below. As with the questionnaire components described in the previous chapter, this analysis was based on the responses of students who were not new to the College and had taken more than 15 units at Saddleback College.

The primary areas of focus of the questions in the Institutional Effectiveness section were Student Services and Student Government. Additional questions concerned the functioning of the library and the helpfulness of the library staff. A single question addressed student evaluation of the classroom teaching performance of the College faculty.

For each of the items in this Institutional Effectiveness section of the questionnaire the survey participants chose their response from the following possibilities: "strongly agree", "agree", "disagree", "strongly disagree", and "do not feel you have enough knowledge to respond."

Student Services

Generally the survey participants found Student Services responsive to the changing needs of the students, staff, and faculty. The quality of student services provided was seen as satisfactory and the variety adequate to meet student needs. Further, Student Services at Saddleback College was seen to reflect a concern for students' physical and mental well-being, facilitate academic progress, and help students relate to others in the educational community.

Student services are responsive to the changing needs of the students, staff and faculty.

A total of 465 students reacted to this questionnaire element, but twenty-two percent did so by indicating that they "do not feel they have enough knowledge to respond." Of the remaining 365 students who felt they could respond, nearly three-quarters agreed with the statement. In fact, eleven percent "agreed with it strongly." Although twenty-seven percent of the respondents disagreed with this statement, only seven percent "disagreed strongly."

The variety of student services available at Saddleback College is adequate to meet students' needs.

A total of 464 students reacted to this questionnaire element, however eighteen percent did so by indicating that they "do not feel they have enough knowledge to respond." Of the remaining 380 students who felt they could respond, seventy-eight percent agreed with the statement. In fact, sixteen percent "agreed with it strongly".

Although twenty-two percent of the respondents disagreed with this statement, only five percent "disagreed strongly."

The quality of student services provided is satisfactory.

A total of 464 students reacted to this questionnaire element, but sixteen percent did so by indicating that they "do not feel they have enough knowledge to respond." Of the remaining 391 students who felt they could respond, eighty percent agreed with the statement. In fact, twelve percent "agreed with it strongly". Although twenty-one percent of the respondents disagreed with this statement, only five percent "disagreed strongly."

Student Services at Saddleback College reflect a concern for students' physical and mental well-being, facilitate academic progress, and help students relate to others in the educational community.

A total of 466 students reacted to this questionnaire element, however twenty percent did so by indicating that they "do not feel they have enough knowledge to respond." Of the remaining 375 students who felt they could respond, seventy-eight percent agreed with the statement. In fact, fourteen percent "agreed with it strongly". Although twenty-two percent of the respondents disagreed with this statement, only five percent "disagreed strongly."

Considering this set of four questionnaire statements related to Student Services as a whole, it was clear that the students generally agreed with them. A total of 467 students of 497 possible reacted to at least one of these statements and 460 students completed all four of them. Only ten percent of those 460 students who reacted to all statements indicated that they "do not feel they have enough knowledge to respond" to any of them. Of the group of 416 students who reacted to each statement and at least one in such a way as to agree or disagree, forty-five percent agreed with all of them and only seven percent disagreed with each element. While 6 students "strongly disagreed" with each statement, three times this many "strongly agreed" with each of these same four questionnaire items.

Student Government

The respondents generally agreed that students of all ages had opportunities to participate in the College decision making process through various committees and/or the A.S.G. (Student Government). Further, the A.S.G. was seen as important as one part of the total college governance and policy development constituency and that the A.S.G. provided important financial support to a variety of college instructional activities, student services and student programs.

One aspect of this set of questionnaire items that appeared particularly noteworthy was the large proportion of those survey participants who felt that they did not know enough to respond to any of the items in this group. In fact over one-quarter of those who reacted to any of these items gave this response to all of them. Nearly half of all survey participants in the group on which the analysis of this section was based felt they did not know enough to respond to the survey item dealing with the financial support provided by A.S.G. In a follow-up discussion with a subgroup of the original survey participants, none indicated any knowledge of the manner in which the A.S.G. acquired funds from which it provided the financial support described in the questionnaire item.

There are opportunities for students of all ages to participate in the college decision making process through various committees and/or A.S.G. (Student Government).

A total of 466 students reacted to this questionnaire element, however thirty-two percent did so by indicating that they "do not feel they have enough knowledge to respond." Of the remaining 316 students who felt they could respond, eighty-one percent agreed with the statement. In fact, twenty-two percent "agreed with it strongly." Although nineteen percent of the respondents disagreed with this statement, only five percent "disagreed strongly."

Although this questionnaire item focused on an issue related to age, age appeared not to be a factor in how a student responded. The age distribution of those who agreed with this statement was essentially the same as the age distribution of those who disagreed. In fact both of these age distributions were nearly the same as the age distribution of the sample itself. For example, while thirty-seven percent of those 316 participants who responded to this statement were in the age group 20 to 22, thirty-seven percent of those who agreed were in this age group and thirty-four percent of those who disagreed were also in this age group. A graphical comparison between the age distribution of all respondents and those who agreed with this statement was placed in Figure 1. As an aid to interpreting this bar graph, one should note that if an age group agreed and disagreed exactly in proportion to their representation in the sample the lengths of each of the three bars for a particular age group were the same. Some variation in bar length was expected. Such minor variations can occur merely by chance and are common with any sampling process. Further, especially in the small sample size cases, the need for the number of responses to be whole numbers may have lead to some exaggeration in the response proportions. The most dramatic variation within the age categories was the higher rate of disagreement for the age group 28 through 39 than their proportion of the sample.

The A.S.G.(Student Government) is important as one part of the total college governance and policy development constituency.

A total of 459 students reacted to this questionnaire element, however thirty-six percent did so by indicating they "do not feel they have enough knowledge to respond." Of the remaining 292 students who felt they could respond, seventy-two percent agreed with the statement. In fact, seventeen percent "agreed with it strongly." Although twenty-one percent of the respondents disagreed with this statement, only seven percent "disagreed strongly."

The A.S.G.(Student Government) provides important financial support to a variety of college instructional activities, student services and students programs.

A total of 451 students reacted to this questionnaire element, but forty-seven percent did so by indicating they "do not feel they have enough knowledge to respond." Of the remaining 241 students who felt they could respond, seventy-eight percent agreed with the statement. In fact, twenty percent "agreed with it strongly." Although twenty-two percent of the respondents disagreed with this statement, only five percent "disagreed strongly."

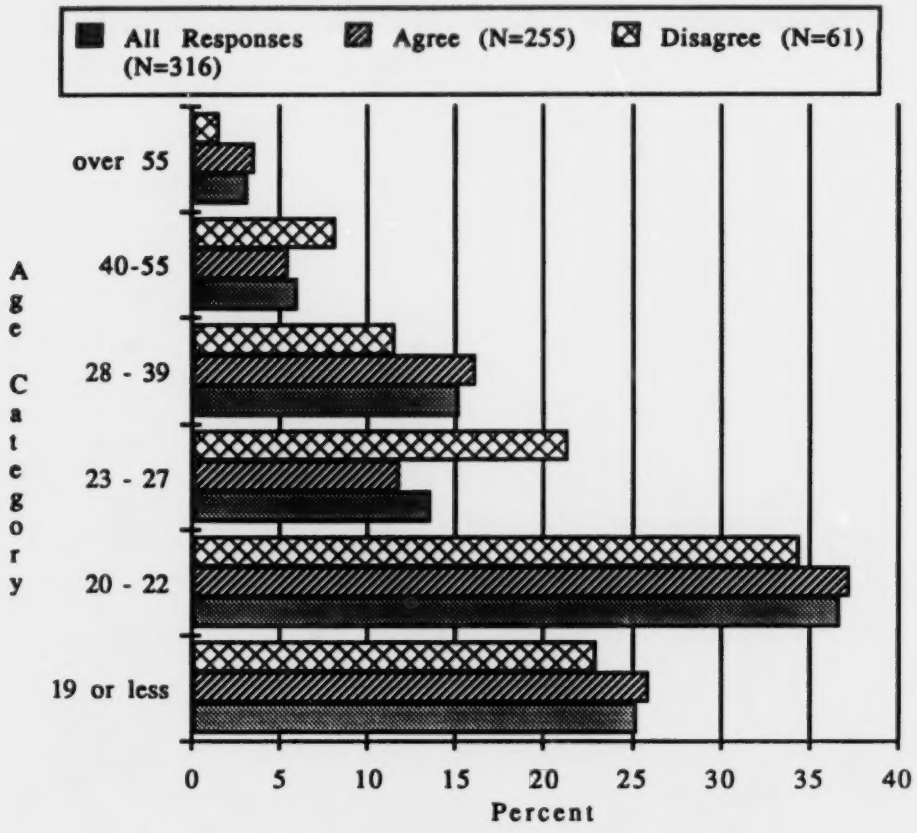

Figure 1

Students' Age vs Response to the Questionnaire Item Concerned with Opportunities for Students of All Ages to Participate in the Decision Making Process

Considering this set of three questionnaire statements related to Student Government as a whole, it was clear that the students generally agreed with them. A total of 467 students of 497 possible reacted to at least one of these statements and 450 students completed each of the three. Twenty-six percent of those 450 students who reacted to all statements indicated that they "do not feel they have enough knowledge to respond" to any of them. Of the group of 333 students who reacted to each statement and either agreed or disagreed with at least one of them, forty-two percent agreed with all of them and only six percent disagreed with each element. While 25 students "strongly agreed" with each statement, only 3 "strongly disagreed" with each of these same three questionnaire items.

Saddleback College Library

Survey participants found the library staff available and helpful and were generally able to find the information they sought when they used the Saddleback College Library.

When using Saddleback College Library I generally find the information I am seeking.

A total of 465 students reacted to this questionnaire element, however fourteen percent did so by indicating they "do not feel they have enough knowledge to respond." Of the remaining 399 students who felt they could respond, over ninety percent agreed with the statement. In fact nearly a quarter "agreed with it strongly." Although nine percent of the respondents disagreed with this statement, only one percent "disagreed strongly."

The library staff is available and helpful to me.

A total of 469 students reacted to this questionnaire element, but fifteen percent did so by indicating they "do not feel they have enough knowledge to respond." Of the remaining 401 students who felt they could respond, ninety-two percent agreed with the statement. In fact nearly a third "agreed with it strongly." Although seven percent of the respondents disagreed with this statement, only one percent "disagreed strongly."

Faculty Evaluation

Survey participants generally felt that they had adequate input with respect to faculty evaluation of classroom teaching performance.

I feel I have adequate input with respect to faculty evaluation of classroom teaching performance.

A total of 462 students reacted to this questionnaire element, however ten percent did so by indicating they "do not feel they have enough knowledge to respond." Of the remaining 415 students who felt they could respond, seventy-eight percent agreed with the statement. In fact fifteen percent "agreed with it strongly." Although twenty-two percent of the respondents disagreed with this statement, only seven percent "disagreed strongly."

Chapter 4

ESTIMATE OF GAINS

Survey participants were asked to described the extent to which they had gained or made progress in a multitude of areas in their experience at Saddleback College. The levels of gain or progress from which the students chose were the following: "Very Little", "Some", "Quite a Bit", and "Very Much." To insure that the students upon whose responses the analysis was based had sufficient time on campus to have had an opportunity for the experiences described in the questions, it was felt appropriate to limit the sample to those who were not new and had taken more than 15 units at Saddleback College. The areas of experience about which information was sought were listed below in Table 1 in decreasing order of the percent of participants who indicated that.they had made "Quite a Bit" or "Very Much" progress in that area. The percent shown with each item in Table 1 was the sum of the percent of those who reacted to that item with either "Quite a Bit" or "Very Much." The complete distribution of all responses to each of these items was placed in Appendix II.

The survey participants felt that they had made their greatest gains in "Acquiring knowledge and skills applicable to a specific job or type of work" and "Developing the ability to learn on their own, pursue ideas, and find information they need." The areas in which the fewest number of students in the sample felt they had made gains while at Saddleback College were "Acquiring the ability to use computers" and "Developing the ability to speak and understand another language." That these two items were near the bottom of the students' gains list was not surprising since relatively few of the students in the sample had taken courses in these areas (see Chapter 7).

Table 1

Extent to which the Student had Gained or Made Progress in Specific Collegiate Areas Listed in Decreasing Order of the Percent of the Sample that Responded "Quite a Bit" or "Very Much"

Area of Gain or Progress	Percent that Responded "Quite a Bit" or "Very Much"	Number of Responses
Understanding myself - my abilities and interests.	65%	484
Developing the ability to learn on my own, pursue ideas, and find information I need.	57%	482
Becoming clearer about my own values and ethical standards.	55%	482
Becoming acquainted with different fields of knowledge.	55%	486
Understanding other people and the ability to get along with different kinds of people.	54%	486

Table 1 (continued)

Extent to which the Student had Gained or Made Progress in Specific Collegiate Areas Listed in Decreasing Order of the Percent of the Sample that Responded "Quite a Bit" or "Very Much"

Area of Gain or Progress	Percent that Responded "Quite a Bit" or "Very Much"	Number of Responses
Writing clearly and effectively.	50%	486
Developing clearer career goals.	50%	488
Putting ideas together to see relationships, similarities, and differences between ideas.	48%	484
Seeing the importance of history for understanding the present as well as the past.	48%	482
Acquiring knowledge and skills applicable to a specific job or type of work.	44%	488
Becoming aware of different philosophies, cultures, and ways of life.	44%	486
Presenting ideas and information effectively in speaking to others.	43%	483
Developing good health habits and physical fitness.	43%	487
Gaining information about career opportunities.	39%	487
Developing an interest in political and economic events.	36%	487
Learning more about other parts of the world and other people (Asia, Africa, South America, etc.).	35%	486
Developing an understanding and enjoyment of literature (novels, stories, essays, poetry, etc.).	34%	486
Understanding the role of science and technology in society.	33%	483
Developing an understanding and enjoyment of art, music, and theater.	32%	486
Understanding mathematical concepts such as probabilities, proportions, etc.	31%	485

Table 1 (continued)

Extent to which the Student had Gained or Made Progress in Specific Collegiate Areas Listed in Decreasing Order of the Percent of the Sample that Responded "Quite a Bit" or "Very Much"

Area of Gain or Progress	Percent that Responded "Quite a Bit" or "Very Much"	Number of Responses
Interpreting information in graphs and charts I see in newspapers, textbooks, and on TV.	30%	485
Acquiring the ability to use computers.	28%	484
Developing the ability to speak and understand another language.	20%	484

Chapter 5

COLLEGE ACTIVITIES

In this portion of the questionnaire the student was asked to describe the extent of their participation in various college activities during the current school year. Specifically the directions for this portion of the questionnaire were the following: "In your experience at this college DURING THE CURRENT SCHOOL YEAR, about how often have you done each of the following? Indicate your responses by filling in one of the circles to the right of each activity." The responses (i.e. "circles") from which the student could choose were: "Never", "Occasionally", "Often", and "Very Often." Because the survey was given the second week of the 1991-1992 school year it was likely that students based their responses on their participation generally over their career at Saddleback. So that there was some time for the student to have had these experiences, it was felt advisable to base the analysis on the responses of students who were not new to the College and had taken over 15 units at Saddleback College. There were 497 respondents in the sample who met these requirements. Not all of them responded to all of the questionnaire items in this College Activities section.

Course Activities

Survey respondents were asked a battery of ten questions related to the activities in which they engaged for and directly related to their courses. Of the 497 possible respondents, 494 completed at least one of the elements in this section. Nearly two-thirds of the students in the sample reported that they had often or very often summarized major points and information from readings or notes. With this same frequency more than half the sample reported that they had worked on a paper or project which combined ideas from different sources of information. It was interesting to note that nearly the same proportion reported that they had engaged in this activity very often (seventeen percent) as reported that they had never engaged in this activity (sixteen percent). More than half of the sample had applied principles and concepts learned in class to understand other problems or situations either often or very often.

Nearly half of the students had often or very often compared and contrasted different points of view presented in a course. Slightly more than 4 out of 10 students often or very often considered the accuracy and credibility of information from different sources. Less than fourteen percent of the sample reported that they had never found themselves engaged in this activity. Slightly less than half of the students had occasionally asked questions about points made in class discussions or readings. Just over fifty percent of the respondents had occasionally tried to explain course material to another student. Nearly a quarter of the students never studied course materials with other students, while forty-four percent of the sample participated in this activity only occasionally. Although over half of the sample had occasionally done additional readings on topics that were introduced and discussed in class, a quarter of the sample never participated in this course activity.

The course activities about which information was sought were listed in Table 2 in decreasing order of the percent of the participants that had indicated that they had "Often" or "Very Often" participated in this activity. The percent shown with each item in the table was the sum of the percent of those who reacted to that item with either "Very Often" or "Often." The complete distribution of all responses to each of these items was placed in Appendix III.

Table 2

Frequency with which the Student had Participated in Specific Course Related Activities Listed in Decreasing Order of the Percent of the Sample that had Responded "Very Often" or "Often"

Course Activity	Percent that Responded "Very Often" or "Often"	Number of Responses
Summarized major points and information from readings or notes.	65%	490
Worked on a paper or project which combined ideas from different sources of information.	53%	489
Applied principles and concepts learned in class to understand other problems or situations.	52%	491
Compared and contrasted different points of view presented in a course.	47%	491
Participated in class discussions.	44%	493
Considered the accuracy and credibility of information from different sources.	42%	488
Asked questions about points made in class discussions or readings.	40%	492
Tried to explain the material to another student.	39%	490
Studied course materials with other students.	33%	491
Did additional readings on topics that were introduced and discussed in class.	24%	492

Library Activities

Survey respondents were asked a battery of seven questions related to the activities in which they engaged for and directly related to the use of the College Library. Of the 497 possible respondents, 494 completed at least one of the elements in this section. More than one-third of the respondents used the card catalogue or computer to find materials the library had on a topic either often or very often. While a third never participated in this activity, nearly thirty percent often or very often prepared a bibliography or set of references for a term paper or report. Over one quarter of the students used the library as a quiet place to read or study material they had brought with them. Also a quarter of the sample often or very often asked the librarian for help in finding materials on some topic. Over forty percent of the respondents had never checked out a book to read at home. Nearly half of the sample

had never found some interesting material to read just by browsing in the stacks. Also, just less than half of the respondents had never read newspapers, magazines, or journals located in the library.

The library activities about which information was sought were listed in Table 3 in decreasing order of the percent of the participants that had indicated that they had "Often" or "Very Often" participated in this activity. The percent shown with each item in the table was the sum of the percent of those who reacted to that item with either "Very Often" or "Often." The complete distribution of all responses to each of these items was placed in Appendix III.

Table 3

Frequency with which the Student had Participated in Specific Library Activities Listed in Decreasing Order of the Percent of the Sample that had Responded "Very Often" or "Often"

Library Activity	Percent that Responded "Very Often" or "Often"	Number of Responses
Used the card catalogue or computer to find materials the library had on a topic.	34%	490
Prepared a bibliography or set of references for a term paper or report.	29%	493
Used the library as a quiet place to read or study material you brought with you.	26%	491
Asked the librarian for help in finding materials on some topic.	25%	493
Checked out books to read at home.	18%	492
Found some interesting material to read just by browsing in the stacks.	17%	491
Read newspapers, magazines, or journals located in the library.	15%	492

Faculty

Survey respondents were asked a battery of eight questions related to their dealings with faculty members. Of the 497 possible respondents, 491 completed at least one of the elements in this section. Ninety percent of the respondents had at least occasionally asked an instructor for information about grades, make-up work, assignments, etc. Over three-quarters of the students had also talked briefly with an instructor after class about course content. In fact over one quarter of the sample engaged in this activity very often. Nearly one-third of the students reported that they had never discussed comments an instructor made on a test or paper they had written. Two-thirds of the sample at least occasionally discussed ideas for a term

paper or other class project with an instructor. Sixty percent of the students at least occasionally discussed their career and/or educational plans, interests, and ambitions with an instructor. With this same proportion students at least occasionally talked informally with an instructor about current events, campus activities, or other common interests. The majority of students reported that they never had discussed their school performance, difficulties, or personal problems with an instructor. However ten percent had such discussions often or very often. A third of the students occasionally had such conversations. The sample was evenly divided between those who had never made an appointment to meet with an instructor in his/her office and those who had. However, only eight percent regularly made such arrangements.

The dealings with faculty about which information was sought were listed in Table 4 in decreasing order of the percent of the participants that had indicated that they had "Often" or "Very Often" participated in this activity. The percent shown with each item in the table was the sum of the percent of those who reacted to that item with either "Very Often" or "Often." The complete distribution of all responses to each of these items was placed in Appendix III.

Table 4

Frequency with which the Student had a Particular Dealing with a Faculty Member Listed in Decreasing Order of the Percent of the Sample that had Responded "Very Often" or "Often"

Types of Discussions and Arrangements with a Faculty Member	Percent that Responded "Very Often" or "Often"	Number of Responses
Asked an instructor for information about grades, make-up work, assignments, etc.	36%	490
Talked briefly with an instructor after class about course content.	27%	486
Discussed comments an instructor made on a test or paper you wrote.	21%	489
Discussed ideas for a term paper or other class project with an instructor.	19%	488
Discussed your career and /or educational plans, interests, and ambitions with an instructor.	18%	488
Talked informally with an instructor about current events, campus activities, or other common interests.	16%	489
Discussed your school performance, difficulties, or personal problems with an instructor.	10%	489
Made an appointment to meet with an instructor in his/her office.	8%	487

An interesting comparison was made between two of the responses in this Faculty section and two comparable elements in the Counseling and Career Planning section describe later in this chapter. Students were asked to describe the extent to which they had discussed their school performance, difficulties, or personal problems with an instructor and also whether or not they had talked with a counselor/advisor about personal matters related to their college performance. Of the 497 respondents possible in the sample, a total of 482 students responded to both of these items. While twenty percent of the students indicated that they had talked about these matters with both faculty members and counselors, forty-two percent indicated that they had not talked with members of either group about these matters. Just over a quarter of the sample had talked to a faculty member but not a counselor concerning these topics. Conversely, twelve percent had talked to a counselor but not a faculty member about these areas of concern.

Students were asked to describe the extent to which they had discussed their career and/or educational plans, interest, and ambitions with an instructor and also whether or not they had discussed their vocational interests, abilities, and ambitions with a counselor/advisor. Of the 497 respondents possible, a total of 484 students responded to both of these items. While forty percent of the students indicated that they had talked about these matters with both faculty members and counselors, slightly less than a quarter of the sample indicated that they had not talked with members of either group about these matters. Those students who had talked with an instructor but not a counselor were twenty-one percent of the sample and represented a slightly larger group than the sixteen percent who had talked with a counselor but not an instructor about these issues.

Student Acquaintances

Survey respondents were asked a battery of six questions related to their discussions with other students. Of the 497 possible respondents, 490 completed at least one of the elements in this section. Three-quarters of the sample had serious discussions with students who were much older or much younger than themselves at least occasionally and a quarter of the students in the sample had such conversations often or very often. While a quarter of the students often had serious discussions with students whose philosophy of life or personal values were very different from their own, slightly less than half of the entire sample had such discussions occasionally. A similar distribution of responses existed for those who reported that they had serious discussions with students whose ethnic or cultural background was different from their own, but slightly fewer students experienced these discussions at a level they considered "very often." Forty percent of the students reported occasionally having had serious discussions with students whose religious beliefs were very different from their own, but thirty-nine percent felt they never had such conversations at Saddleback College. Over eighty percent of the students reported having serious discussions with students from a country different from their own at least occasionally.

The types of discussions between student acquaintances about which information was sought were listed in Table 5 in decreasing order of the percent of the participants that had indicated that they had "Often" or "Very Often" participated in this discussion. The percent shown with each item in the table was the sum of the percent of those who reacted to that item with either "Very Often" or "Often." The complete distribution of all responses to each of these items was placed in Appendix III.

Table 5

Frequency with which the Student had Participated in Specific Types of Discussions with their Student Acquaintances Listed In Decreasing Order of the Percent of the Sample that had Responded "Very Often" or "Often"

Types of Discussions Between Student Acquaintances	Percent that Responded "Very Often" or "Often"	Number of Responses
Had serious discussions with students who were much older or much younger than you.	27%	489
Had serious discussions with students whose philosophy of life or personal values were very different from yours.	25%	490
Had serious discussions with students whose ethnic or cultural background was different from yours.	25%	489
Had serious discussions with students whose religious beliefs were very different from yours.	21%	490
Had serious discussions with students from a country different from yours.	19%	489
Had serious discussions with students whose political opinions were very different from yours.	17%	489

Art, Music, and Theater Activities

Survey respondents were asked a battery of six questions related to their conversations with other students about art, music, and theater and their attendance at on campus exhibits and concerts. Of the 497 possible respondents, 494 completed at least one of the elements in this section. Nearly two-thirds of the sample, at least occasionally, talked about music (classical, popular, musicians, etc.) with other students at the college, but slightly less than one-third attended a concert or other musical event at the College at least occasionally. While forty-seven percent of the students had talked about art (painting, sculpture, architecture, artists, etc.) with other students at the College at least occasionally, over three-quarters indicated that they had never attended an art exhibit at Saddleback. Forty-five percent of the students had talked about theater (plays, musicals, dance, etc.) with other students at the College at least occasionally and nearly thirty percent indicated that they attended a play, dance concert, or other theater performance at Saddleback College occasionally or more often.

The art, music, and theater activities about which information was sought were listed in Table 6 in decreasing order of the percent of the participants that had indicated that they had "Often" or "Very Often" participated in this activity. The percent shown with each item in the table was the sum of the percent of those who

reacted to that item with either "Very Often" or "Often." The complete distribution of all responses to each of these items was placed in Appendix III.

Table 6

Frequency with which the Student had Participated in Specific Art, Music, and Theater Activities Listed in Decreasing Order of the Percent of the Sample that had Responded "Very Often" or "Often"

Art, Music, and Theater Activity	Percent that Responded "Very Often" or "Often"	Number of Responses
Talked about music (classical, popular, musicians, etc.) with other students at the college.	25%	493
Talked about art (painting, sculpture, architecture, artists, etc.) with other students at the college.	13%	494
Talked about theater (plays, musicals, dance, etc.) with other students at the college.	11%	492
Attended a concert or other musical event at the college.	9%	491
Attended a play, dance concert, or other theater performance at the college.	7%	491
Attended an art exhibit on the campus.	5%	490

Writing Activities

Survey respondents were asked a battery of eight questions related to their participation in various writing activities. Of the 497 possible respondents, 495 completed at least one of the elements in this section. Since over half of all the responses to each of these writing activity items except one were in the "Often" and "Very Often" categories, it was felt safe to conclude the writing activities were a prominent part of the college experience of Saddleback students. Eighty percent of the respondents often or very often thought about grammar, sentence structure, paragraphs and word choice as they were writing. Three-quarters of the students often or very often wrote a rough draft of a paper or essay and revised it before handing it in. Over two-thirds of the students often or very often used a dictionary to look up the proper meaning, definition, and/or spelling of words. Although a quarter of the students reported that they never used a computer (word processor) to write or type a paper, nearly forty percent of the sample indicated they very often used a computer for this purpose.

While thirty percent of the sample occasionally prepared an outline to organize the sequence of ideas and points in a paper they were writing, fifty-eight percent of the students used this technique often or very often. Eighty-three percent of the respondents at least occasionally spent 5 or more hours writing a

paper, but twenty-nine percent often spent this much time and another twenty-nine percent very often spent this much time writing a paper. While eighty-three percent of the students at least occasionally asked other people to read something they had written to see if it was clear to them, a quarter of the sample engaged in this activity often and another quarter involved others in this way very often. Although only one-third of the students often or very often asked an instructor for advice and help to improve their writing or about a comment he/she made on a paper they had written, nearly forty percent asked for this kind of assistance occasionally.

The writing activities about which information was sought were listed in Table 7 in decreasing order of the percent of the participants that had indicated that they had "Often" or "Very Often" participated in this activity. The percent shown with each item in the table was the sum of the percent of those who reacted to that item with either "Very Often" or "Often." The complete distribution of all responses to each of these items was placed in Appendix III.

Table 7

Frequency with which the Student had Participated in Specific Writing Activities Listed in Decreasing Order of the Percent of the Sample that had Responded "Very Often" or "Often"

Writing Activity	Percent that Responded "Very Often" or "Often"	Number of Responses
Thought about grammar, sentence structure, paragraphs and word choice as you were writing.	80%	495
Wrote a rough draft of a paper or essay and revised it before handing it in.	75%	493
Used a dictionary to look up the proper meaning, definition, and/or spelling of words.	69%	494
Used a computer (word processor) to write or type a paper.	58%	494
Prepared an outline to organize the sequence of ideas and points in a paper you were writing.	57%	494
Spent at least 5 hours or more writing a paper.	57%	494
Asked other people to read something you wrote to see if it was clear to them.	51%	494
Asked an instructor for advice and help to improve your writing or about a comment he/she made on a paper you wrote.	33%	494

Science Activities

Survey respondents were asked a battery of nine questions related to their participation in various science related activities. Of the 497 possible respondents, 490 completed at least one of the elements in this section. While forty-three percent of the respondents claimed to have often or very often been involved in the activity of memorizing formulas, definitions, and technical terms; another twenty-nine percent indicated they occasionally also participated in these activities. Over sixty percent of the students at least occasionally used information they had learned in a science class to understand some aspect of the world around them. Over half of the students in the sample tried, at least occasionally, to explain to someone the scientific basis for environmental concerns about pollution, recycling, alternative forms of energy, etc. The same proportion of respondents, at least occasionally, talked about social and ethical issues related to science and technology such as energy, pollution, chemicals, genetics, etc.

While twenty percent of the students often or very often practiced to improve their skills in using laboratory equipment, another twenty-three percent occasionally practiced this activity. Slightly over half of the sample claimed to not have completed an experiment/project using scientific methods. However, five percent of the sample claimed to have engaged in this activity very often. Fifty-four percent of the sample had not attempted to explain an experimental procedure to a classmate, although one-third attempted such an explanation occasionally. A slightly higher proportion (fifty-six percent) had not shown a classmate how to use a piece of scientific equipment. While a third of the sample occasionally tested their understanding of some scientific principle by seeing if they could explain it to another student, another nine percent tried this often or very often.

The science activities about which information was sought were listed in Table 8 in decreasing order of the percent of the participants that had indicated that they had "Often" or "Very Often" participated in this activity. The percent shown with each item in the table was the sum of the percent of those who reacted to that item with either "Very Often" or "Often." The complete distribution of all responses to each of these items was placed in Appendix III.

Vocational Skills

Survey participants who were enrolled in a vocational program or a course in which they learned occupational skills were directed to respond to a set of seven questions concerned with activities related to vocational skills. A total of 222 participants responded to at least one of the elements in this section of the questionnaire. Over seventy percent of the sample had read about how to perform a procedure (occupational task, vocational skill). While eighty percent of the students had listened to an instructor explain how to do a procedure, two-thirds had participated in this activity often or very often. These proportions were the same for those participants who had watched an instructor demonstrate how to do a procedure. Nearly three-quarters of the sample had practiced a procedure while being monitored by an instructor or other student and nearly half of the sample had done so often or very often. These proportions were essentially the same as those for students who had practiced a procedure without supervision.

While a third of the students had often or very often had the experience of identifying that there was a problem and locating information from an instructor or other resource about what to do, another third had this experience only occasionally, and the final third had not had this experience. While thirty-two percent of the

Table 8

Frequency with which the Student had Participated in Specific Science Activities Listed in Decreasing Order of the Percent of the Sample that had Responded "Very Often" or "Often"

Science Activity	Percent that Responded "Very Often" or "Often"	Number of Responses
Memorized formulas, definitions, technical terms.	43%	488
Used information you learned in a science class to understand some aspect of the world around you.	31%	485
Tried to explain to someone the scientific basis for environmental concerns about pollution, recycling, alternative forms of energy, etc.	25%	485
Talked about social and ethical issues related to science and technology such as energy, pollution, chemicals, genetics, etc.	21%	488
Practiced to improve your skills in using laboratory equipment.	20%	489
Completed an experiment/project using scientific methods.	18%	488
Attempted to explain an experimental procedure to a classmate.	15%	487
Showed a classmate how to use a piece of scientific equipment.	15%	488
Tested your understanding of some scientific principle by seeing if you could explain it to another student.	9%	487

students had often or very often had the experience of diagnosing a problem and carrying out the appropriate procedure without having to consult any resource, thirty-five percent of the sample had this experience only occasionally and a third of the sample had not had this experience.

The activities related to vocational skills about which information was sought were listed in Table 9 in decreasing order of the percent of the participants that had indicated that they had "Often" or "Very Often" participated in this activity . The percent shown with each item in the table was the sum of the percent of those who reacted to that item with either "Very Often" or "Often." The complete distribution of all responses to each of these items was placed in Appendix III.

Table 9

Frequency with which the Student had Participated in Specific Activities Related to Vocational Skills Listed in Decreasing Order of the Percent of the Sample that had Responded "Very Often" or "Often"

Activity Related To A Vocational Skill	Percent that Responded "Very Often" or "Often"	Number of Responses
Listened to an instructor explain how to do a procedure.	67%	220
Watched an instructor demonstrate how to do a procedure.	67%	219
Practiced a procedure while being monitored by an instructor or other student.	48%	218
Practiced a procedure without supervision.	47%	219
Read about how to perform a procedure (occupational task, vocational skill).	44%	222
Identified that there was a problem and located information from an instructor or other resource about what to do.	34%	215
Diagnosed a problem and carried out the appropriate procedure without having to consult any resource.	32%	214

Clubs and Organizations

Survey respondents were asked to evaluate their level of participation in three areas related to campus clubs and organizations. Of the 497 possible respondents, 488 completed at least one of the three elements in this section. Slightly over a quarter of the students in the sample responded "never" to all three club/organization items and eight percent responded "often" or"very often" to these same three items. Nearly a quarter of the sample often or very often looked in the student newspaper or on bulletin boards for notices about campus events and student organizations. However fifty-five percent of the sample had never read or asked about a student club or organization and fully three-quarters of the sample had never attended a meeting of a student club or organization. While nearly a third of the sample occasionally read or asked about a student club or organization and another fourteen percent regularly did so, only a quarter of the sample at least occasionally attended a meeting of a student club or organization.

The club and organization activities about which information was sought were listed in Table 10 in decreasing order of the percent of the participants that had indicated that they had "Often" or "Very Often" participated in this activity . The

percent shown with each item in the table was the sum of the percent of those who reacted to that item with either "Very Often" or "Often." The complete distribution of all responses to each of these items was placed in Appendix III.

Table 10

Frequency with which the Student had Participated in Specific Activities Related to Clubs and Organizations Listed in Decreasing Order of the Percent of the Sample that had Responded "Very Often" or "Often"

Club and Organization Activity	Percent that Responded "Very Often" or "Often"	Number of Responses
Looked in the student newspaper or on bulletin boards for notices about campus events and student organizations.	24%	487
Read or asked about a student club or organization.	14%	486
Attended a meeting of a student club or organization.	11%	487

An effort was made to identify characteristics unique to those 55 respondents who indicated that they often or very often attended meetings of a student club or organization. Nothing really substantial emerged from this search. As a composite these students appeared to be 18 to 22 years of age and sixty percent female. They had at least some classes during the day, were enrolled in twelve or more units, and worked at least eleven hours for pay each week. Slightly less than half of this group were on campus less than 3 hours a week beyond what was spent in the classroom while thirty percent were on campus more than 12 extra hours a week.

Athletic Activities

Survey respondents were asked to evaluate their level of participation in three areas related to athletics. Of the 497 possible respondents, 482 completed at least one of the three elements in this section. Slightly less than half of the students responded "Never" to all of the athletic activity items and five percent responded "Often" or "Very Often" to these same three items. While just over sixty percent of the sample had never followed a regular schedule of exercise, or practice in some sport, on campus, nineteen percent occasionally followed such a schedule and another nineteen percent often or very often followed a regular schedule. Although nearly two-thirds of the respondents never sought instruction to improve their performance in some athletic activity, the remaining students were evenly divided between those that occasionally sought such instruction and those that regularly sought that instruction. Over seventy percent of the students in the sample never attended an athletic event on campus, but eleven percent attended such events often or very often.

The athletic activities about which information was sought were listed in Table 11 in decreasing order of the percent of the participants that had indicated that they had "Often" or "Very Often" participated in this activity . The percent shown with each item in the table was the sum of the percent of those who reacted to that item

with either "Very Often" or "Often." The complete distribution of all responses to each of these items was placed in Appendix III.

Table 11

Frequency with which the Student had Participated in Specific Athletic Activities Listed in Decreasing Order of the Percent of the Sample that had Responded "Very Often" or "Often"

Athletic Activity	Percent that Responded "Very Often" or "Often"	Number of Responses
Followed a regular schedule of exercise, or practice in some sport, on campus.	19%	479
Sought instruction to improve your performance in some athletic activity.	17%	478
Attended an athletic event on the campus.	11%	480

An effort was made to identify characteristics unique to those 55 respondents who indicated that they often or very often attended athletic events on campus. Again, nothing significant emerged from this search. As a composite these students appeared to be 18 to 22 years of age and sixty percent male. They had at least some classes during the day, were enrolled in twelve or more units and either did not work for pay or worked at least 11 hours for pay each week. Over half of this group were on campus less than 3 hours a week beyond those hours required for their classes, while nearly a quarter spent more than 12 extra hours a week on campus.

An analysis was made of the attendance at athletic events of those who often or very often attended meetings of student clubs or organizations. Over forty percent of this group never attended athletic events, while a third did attend athletic events occasionally. Of those students who often or very often attended meetings of student clubs or organizations, twenty-three percent often or very often attended athletic events on campus. Those who attended athletic events on campus regularly and those who attended meetings of student clubs and organizations regularly appeared to be generally different groups of students.

Counseling and Career Planning

Survey participants were asked to respond to seven questions related to their participation in college counseling and career planning. Their possible responses were "Yes" or "No." Of the 497 possible respondents, 491 completed at least one of the elements in this section. Over three-quarters of the sample had identified courses needed to meet the general education requirements of a 4-year college or university they were interested in attending. Only slightly fewer students had also read information about a 4-year college or university that they were interested attending. Seventy percent of the respondents had read materials about career opportunities. This same proportion of the sample had talked with a counselor/advisor about courses to take, requirements, and education plans. Over half of the students had discussed their vocational interests, abilities, and ambitions with a counselor/advisor and nearly half had made an appointment with a counselor or an advisor to discuss their

plans for transferring to a 4-year college or university. Slightly less than a third of the students had talked with a counselor/advisor about personal matters related to their college performance. While six percent of the students in the sample who responded to at least one item in this section gave "No" to all of the counseling and career planning items, nineteen percent had participated in all of these activities and so indicated by responding "Yes" to all of them.

The counseling and career planning activities about which information was sought were listed in Table 12 in decreasing order of the percent of the participants that had indicated that they had participated in this activity . The complete distribution of all responses to each of these items was placed in Appendix III.

Table 12

Frequency with which the Student had Participated in Specific Counseling and Career Planning Activities Listed in Decreasing Order of the Percent of the Sample that had Responded "Yes"

Counseling and Career Planning Activities	Percent that Responded "Yes"	Number of Responses
Identified courses needed to meet the general education requirements of a 4-year college or university you are interested in attending.	77%	485
Read information about a 4-year college or university that you were interested in attending.	72%	490
Talked with a counselor/advisor about courses to take, requirements, education plans.	70%	490
Read materials about career opportunities.	70%	490
Discussed your vocational interests, abilities, and ambitions with a counselor/advisor.	55%	490
Made an appointment with a counselor or an advisor to discuss your plans for transferring to a 4-year college or university.	49%	489
Talked with a counselor/advisor about personal matters related to your college performance.	32%	487

Learning and Study Skills

Survey respondents were asked a battery of nine questions related to the the amount of instruction they had received in various study skill areas. For each of these activities they were to select between the following responses: "None", "Some", "A lot." Of the 497 possible respondents, 493 completed at least one of the elements in this section. Two-thirds of the sample reported receiving at least some instruction in problem solving skills, speaking skills, reading skills, and writing skills. A slightly smaller proportion of the sample had received at least some instruction in test taking skills and memory skills. At least some instruction in listening skills was received by

sixty-three percent of the sample and sixty-two percent received at least some instruction in notetaking skills. Instruction in time management skills appeared to be the least frequent of those listed and fifty-seven percent of the sample indicated that they had received at least some of this type of instruction. While eight percent of the sample gave a response of "None" to all of the items in this section, twenty-seven percent responded "Some" or "A lot" to all nine items.

The learning and study skills about which information was sought were listed in Table 13 in decreasing order of the percent that the participants indicated that they had received "A lot" of instruction. The proportion of the sample that reported having received some or a lot of instruction for the learning and study skills areas on the questionnaire was sixty-one percent or higher for all items except that related to time management skills (fifty-seven percent responded "Some " or "A lot"). The complete distribution of all responses to each of these items was placed in Appendix III.

Table 13

Frequency with which the Student had Received Instruction in Specific Learning and Study Skills Listed in Decreasing Order of the Percent of the Sample that had Responded "A lot"

Learning and Study Skill Instruction	Percent that Responded "A lot"	Number of Responses
Writing Skills	39%	489
Reading Skills	25%	486
Listening skills	22%	488
Speaking Skills	21%	488
Notetaking Skills	18%	489
Problem Solving Skills	18%	489
Time Management Skills	16%	490
Test Taking Skills	15%	485
Memory Skills	14%	489

It appeared possible that a student's responses to these items was dependent on how many courses that student had taken at the College and which courses these were. For example, 94 respondents indicated that they had received no instruction in writing skills and also answered a question in another portion of the questionnaire (see Chapter 7) related to what, if any, English composition courses they had taken. Of this group of 94 students, sixty-three percent had taken no English composition courses, twenty percent had taken one, and seventeen percent had taken more than one such composition course. One wonders if those students who took courses in English composition and reported that they had received no writing skill instruction had an erratic attendance pattern or were expressing an opinion about the quality of

instruction they had received. These numbers can be contrasted with the group of 386 students who reported receiving at least some instruction in writing skills and also indicated their English composition course background. Of this group twenty-five percent had yet to take a composition course, thirty-seven percent had taken one course and thirty-nine percent had taken more than one composition course. Clearly then, those who had reported that they had received writing skill instruction were likely to have had an English composition course and those reporting no such writing skill instruction were likely to have not taken such a course.

Students who reported that they had not received instruction in speaking skills were likely to have not taken a Speech course, while most of those who had reported such instruction had also taken a Speech, Communications course. Of the group of 156 students who indicated that they had received no instruction in speaking skills and also answered a question in another section of the questionnaire (see Chapter 7) related to what, if any, Speech, Communication courses they had taken, seventy-one percent had taken no Speech courses, twenty-one percent had taken one, and eight percent had taken more than one such Speech course. These numbers can be contrasted with the group of 321 students who reported receiving at least some instruction in speaking skills and also indicated their Speech, Communication course background. Of this group twenty-nine percent had yet to take a speech course, fifty-nine percent had taken one course and twelve percent had taken more than one Speech course.

Students who reported that they had not received instruction in Problem Solving skills may well have taken a Mathematics course. Most of those who had reported no such instruction had in fact taken an Mathematics course. Of the group of 154 students who indicated that they had received no instruction in problem solving skills and also answered a question in another section of the questionnaire (see Chapter 7) related to what, if any, college mathematics courses they had taken, forty-seven percent had taken no mathematics courses, thirty-nine percent had taken one, and fifteen percent had taken more than one such mathematics course. These numbers can be contrasted with the group of 325 students who reported receiving at least some instruction in problem solving skills and also indicated their college mathematics course background. Of this group twenty-five percent had yet to take a mathematics course, forty-three percent had taken one course and thirty-one percent had taken more than one mathematics course.

An analysis was made of the number of students who reported that they had received no instruction in each of the learning and study skill areas as a function of the number of units that student had completed at Saddleback College. Students were categorized as having completed 46 or more units, 31 to 45 units, 16 to 30 units, or 15 or less units. Students new to the college were excluded from this analysis. The results of this analysis were placed in Figures 2 and 3. Generally, as the number of units taken by a students increased, the likelihood that the student would report that she had not received instruction in a particular study skill area decreased. This affect was particularly pronounced in the areas of speaking, problem solving, and writing skills. In the areas of reading skills, notetaking, memory, and test taking skills, the group with the largest number of units completed reported a slightly higher rate for the "None" response than the group with 31 to 45 units completed.

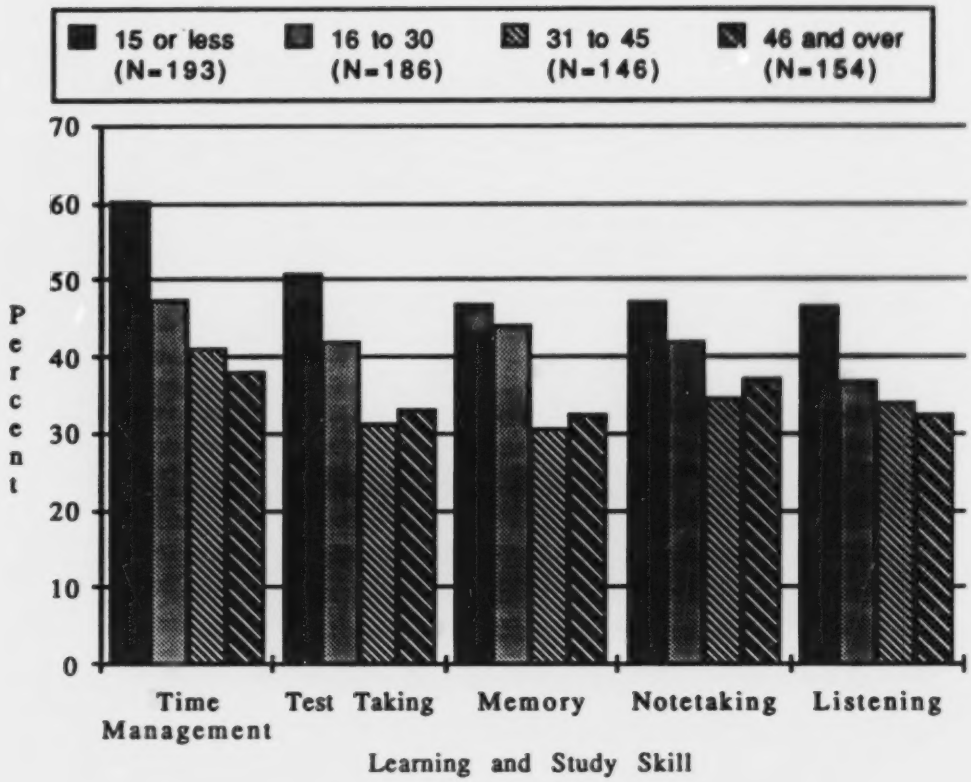

Figure 2

Percent of Respondents that Indicated they had Received No Instruction in a Particular Study Skills Area vs the Number of Units they had Taken at Saddleback College

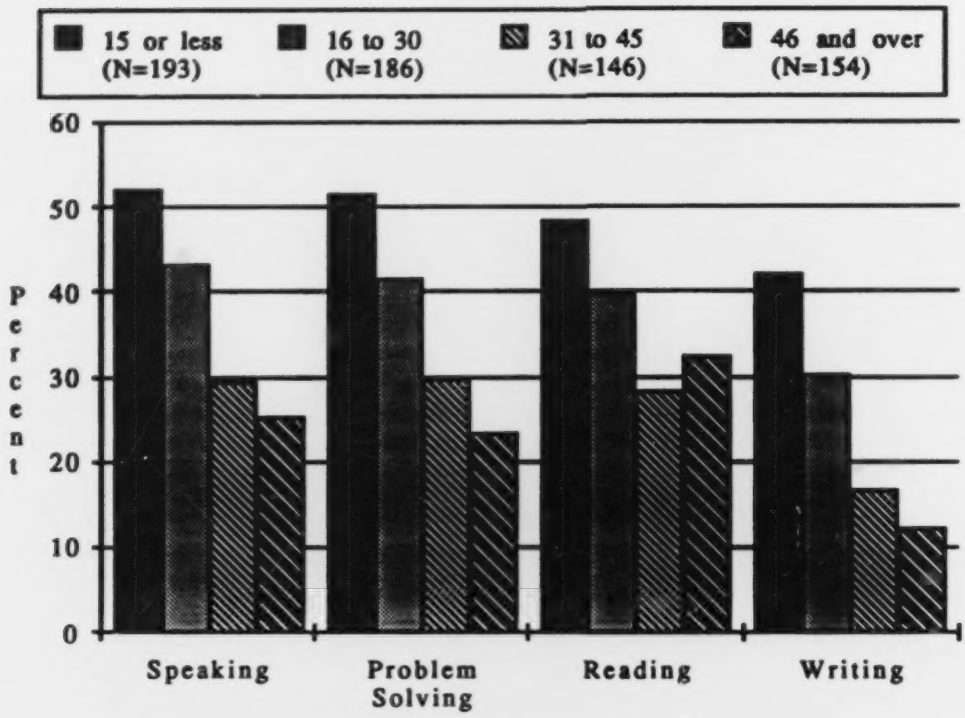

Figure 3

Percent of Respondents that Indicated they had Received No Instruction in a Particular Study Skills Area vs the Number of Units they had Completed at Saddleback College

Chapter 6

QUALITY OF EFFORT IN COLLEGE ACTIVITIES

In an effort to unify all of the various questionnaire item responses for a college activity into a single quantitative measure for that activity, the questionnaire authors defined a "Quality of Effort" for each activity. A numerical value was assigned to each response (for example: 1 for"Never", 2 for "Occasionally", 3 for "Often", and 4 for "Very Often"). For each survey participant who responded to all items that related to a particular college activity, the sum of all of that student's responses in that section was computed and called the "Quality of Effort" of the student for that activity. The questionnaire authors considered the frequency distribution of the quality of effort scores for each college activity a meaningful representation of student participation in that activity.

The quality of effort for each college activity described in Chapter 5 was analyzed and discussed in the following sections. The frequency distribution for each quality of effort scale was calculated and graphed in the figures below.

Quality of Effort: Course Learning Scale

In the Course Activities section of the questionnaire the student had four possible response options. Numerical values were assigned to these options as follows: 1 for"Never", 2 for "Occasionally", 3 for "Often", and 4 for "Very Often." Since there were ten questionnaire items in this section the "Quality of Effort: Course Learning Scale" took on values from 10 to 40. A total of 469 students responded to each of these items and consequently were assigned Quality of Effort values. The frequency distribution of these values was placed in Figure 4. The mean and median of this distribution were both the value 24.

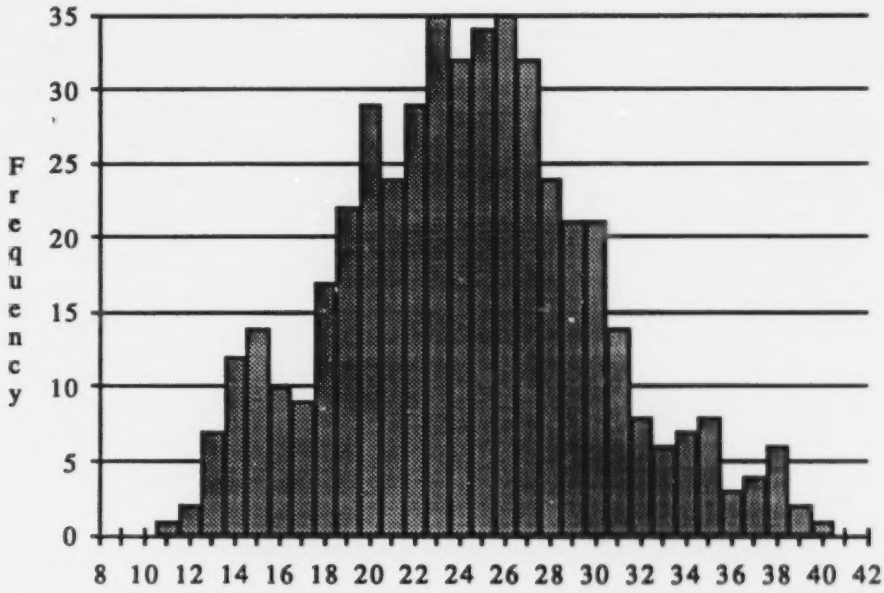

Figure 4

Frequency Distribution of Quality of Effort: Course Learning Scale
(Minimum: 10 and Maximum: 40)
N=469

Quality of Effort: Library Experiences Scale

In the Library Activities section of the questionnaire the student had four possible response options. Numerical values were assigned to these options as follows: 1 for"Never", 2 for "Occasionally", 3 for "Often", and 4 for "Very Often." Since there were seven questionnaire items in this section the "Quality of Effort: Library Experiences Scale" took on values from 7 to 28. A total of 481 students responded to each of these items and consequently were assigned Quality of Effort values. The frequency distribution of these values was placed in Figure 5. The mean and median of this distribution were both the value 13.

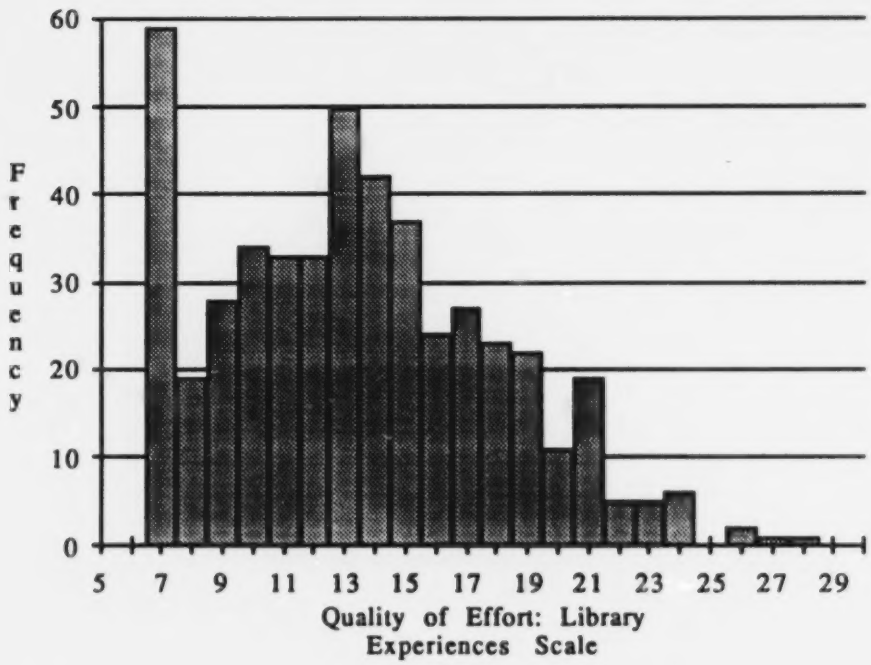

Figure 5

Frequency Distribution of Quality of Effort: Library Experiences Scale
(Minimum: 7 and Maximum: 28)
N=481

Quality of Effort: Experiences with Faculty Scale

In the Faculty section of the questionnaire the student had four possible response options. Numerical values were assigned to these options as follows: 1 for"Never", 2 for "Occasionally", 3 for "Often", and 4 for "Very Often." Since there were eight questionnaire items in this section the "Quality of Effort: Experiences with Faculty Scale" took on values from 8 to 32. A total of 481 students responded to each of these items and consequently were assigned Quality of Effort values. The frequency distribution of these values was placed in Figure 6. The mean and median of this distribution were both the value 15.

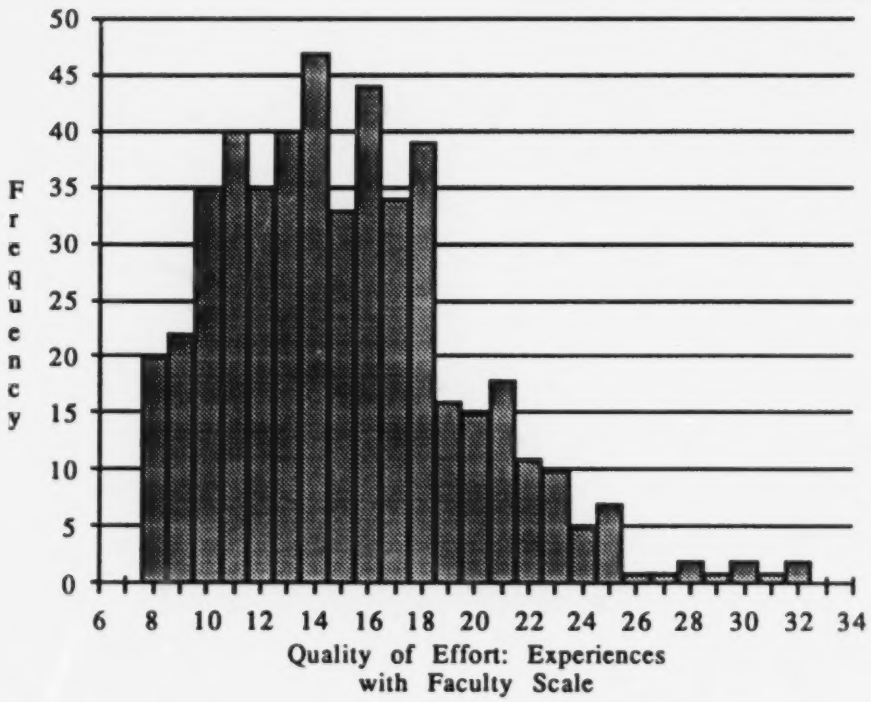

Figure 6

Frequency Distribution of Quality of Effort: Experiences with Faculty Scale
(Minimum: 8 and Maximum: 32)
N=481

Quality of Effort: Student Acquaintances Scale

In the Student Acquaintances section of the questionnaire the student had four possible response options. Numerical values were assigned to these options as follows: 1 for"Never", 2 for "Occasionally", 3 for "Often", and 4 for "Very Often." Since there were six questionnaire items in this section the "Quality of Effort: Student Acquaintances Scale" took on values from 6 to 24. A total of 486 students responded to each of these items and consequently were assigned Quality of Effort values. The frequency distribution of these values was placed in Figure 7. The mean and median of this distribution were both the value 12.

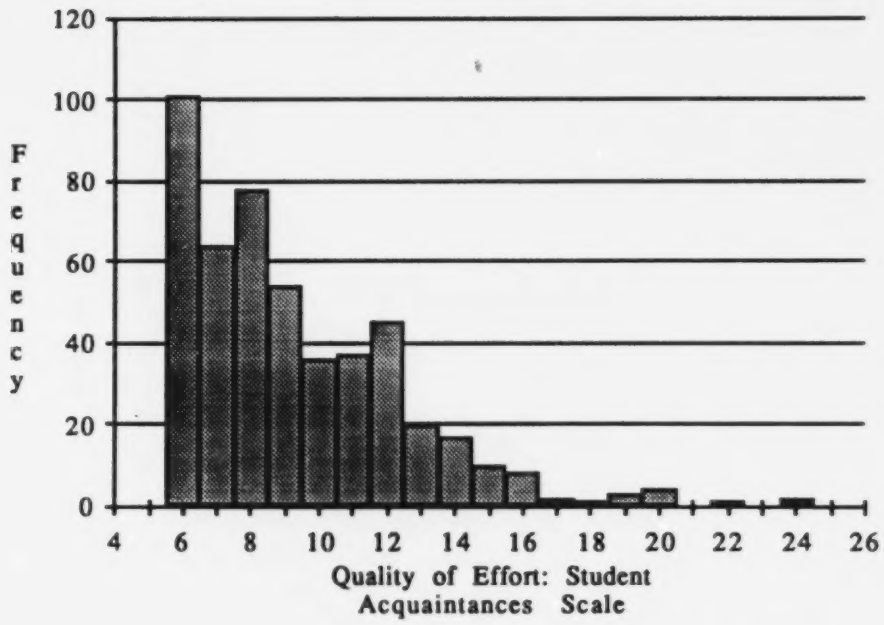

Figure 7

Frequency Distribution of Quality of Effort: Student Acquaintances Scale
(Minimum: 6 and Maximum: 24)
N=481

Quality of Effort: Art, Music, Theater Scale

In the Art, Music, and Theater Activities section of the questionnaire the student had four possible response options. Numerical values were assigned to these options as follows: 1 for"Never", 2 for "Occasionally", 3 for "Often", and 4 for "Very Often." Since there were six questionnaire items in this section the "Quality of Effort: Art, Music, Theater Scale" took on values from 6 to 24. A total of 483 students responded to each of these items and consequently were assigned Quality of Effort values. The frequency distribution of these values was placed in Figure 8. The median of this distribution was 8. The mean value of the distribution was 9.

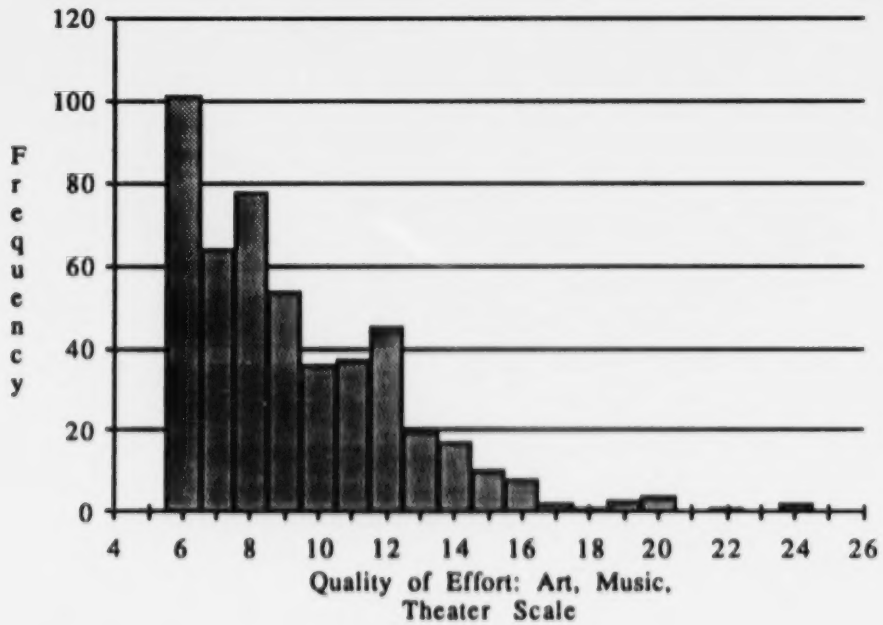

Figure 8
Frequency Distribution of Quality of Effort: Art, Music, Theater Scale
(Minimum: 6 and Maximum: 24)
N=483

It was possible that the Quality of Effort: Art, Music, Theater score of a particular respondent was related to the number of such courses taken by the student at Saddleback College. In another section of the questionnaire (see Chapter 7) the survey participants were asked to indicate whether they had taken none, one, or more than one Fine Arts (such as music, theater, dance) courses. The Quality of Effort: Art, Music, Theater Scale was calculated for each of the 466 students who responded to both the college course question and all Art, Music, and Theater Activity questions. The median score for the group who had taken no such courses was eight. This was also the median for the group that had taken only one such course as well as for the sample as a whole. However, the group of students who indicated that they had taken more than one art, music, theater course had a significantly higher median. The median of this later group was eleven. Both respondents who had indicate they "Very Often" participate in the activities listed were in this later category.

Quality of Effort: Experience in Writing Scale

In the Writing Activities section of the questionnaire the student had four possible response options. Numerical values were assigned to these options as follows: 1 for"Never", 2 for "Occasionally", 3 for "Often", and 4 for "Very Often." Since there were eight questionnaire items in this section the "Quality of Effort: Experiences in Writing Scale" took on values from 8 to 32. A total of 491 students responded to each of these items and consequently were assigned Quality of Effort values. The frequency distribution of these values was placed in Figure 9. The mean and median of this distribution were both the value 22.

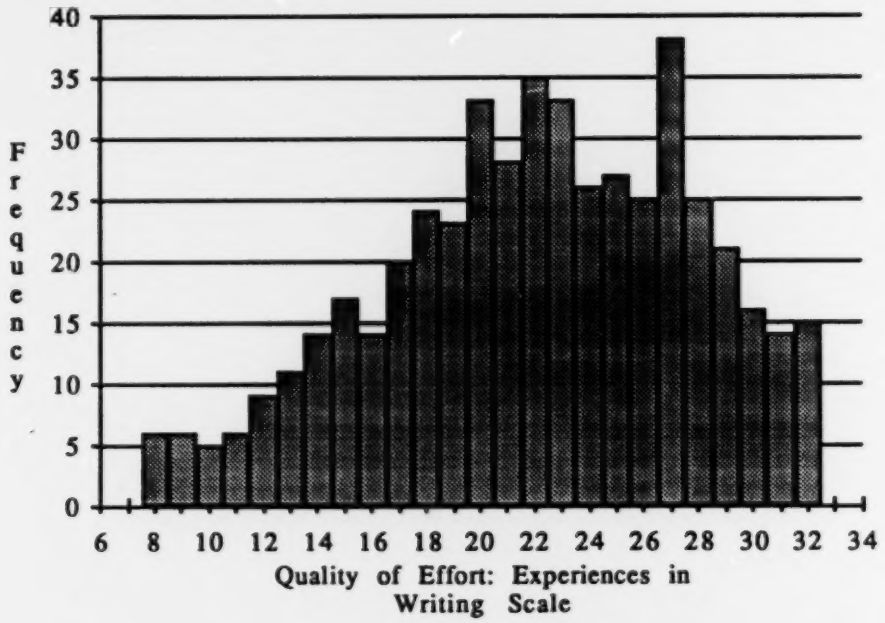

Figure 9

Frequency Distribution of Quality of Effort: Experiences in Writing Scale
(Minimum: 8 and Maximum: 32)
N=491

It was possible that the Quality of Effort: Experiences in Writing Scale score of a particular respondent was related to the number of English composition courses taken by that student at Saddleback College. In another section of the questionnaire (see Chapter 7) the survey participants were asked to indicate whether they had taken none, one, or more than one English composition courses. The Quality of Effort: Experiences in Writing Scale was calculated for each of the 483 students who responded to both the college course question and all Writing Activities. While the median score for those who had taken no such courses was twenty-one, it was one point higher (i.e. twenty-two) for those who had taken one English composition course and for the sample as a whole. However, the group of students who indicated that they had taken more than one English composition course had a significantly higher median. The median of this later group was twenty-four.

Quality of Effort: Science Scale

In the Science Activities section of the questionnaire the student had four possible response options. Numerical values were assigned to these options as follows: 1 for"Never", 2 for "Occasionally", 3 for "Often", and 4 for "Very Often." Since there were nine questionnaire items in this section the "Quality of Effort: Science Scale" took on values from 9 to 36. A total of 472 students responded to each of these items and consequently were assigned Quality of Effort values. The frequency distribution of these values was placed in Figure 10. The mean and median of this distribution were both the value 15.

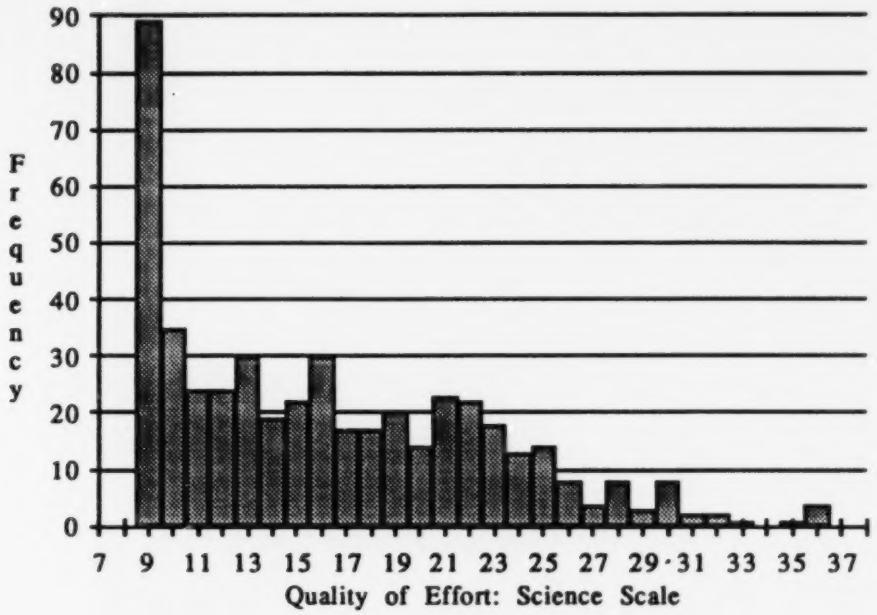

Figure 10

Frequency Distribution of Quality of Effort: Science Scale
(Minimum: 9 and Maximum: 36)
N=472

It was possible that the Quality of Effort: Science Scale score of a particular respondent was related to the number of science courses taken by the student at Saddleback College. In another section (see Chapter 7) the survey participants were asked to indicate whether they had taken none, one, or more than one science courses. The Quality of Effort: Science Scale was calculated for each of the 466 students who responded to both the college course question and all Science Activity questions. The median Quality of Effort: Science Scale score increased significantly as the number of science courses taken by the respondent increased. For those who had taken no science courses the median score was ten. This increased to sixteen for those who had taken one science course and was twenty for those who had completed more than one science course. All four respondents who had indicated that they "Very Often" participated in the science activities listed were in this later category.

Quality of Effort: Vocational Skills Scale

In the Vocational Skills section of the questionnaire the student had four possible response options. Numerical values were assigned to these options as follows: 1 for"Never", 2 for "Occasionally", 3 for "Often", and 4 for "Very Often." Since there were seven questionnaire items in this section the "Quality of Effort: Vocational Skills Scale" took on values from 7 to 28. A total of 212 students responded to each of these items and consequently were assigned Quality of Effort values. The frequency distribution of these values was placed in Figure 11 The median of this distribution was 17.5 and the mean was 17.

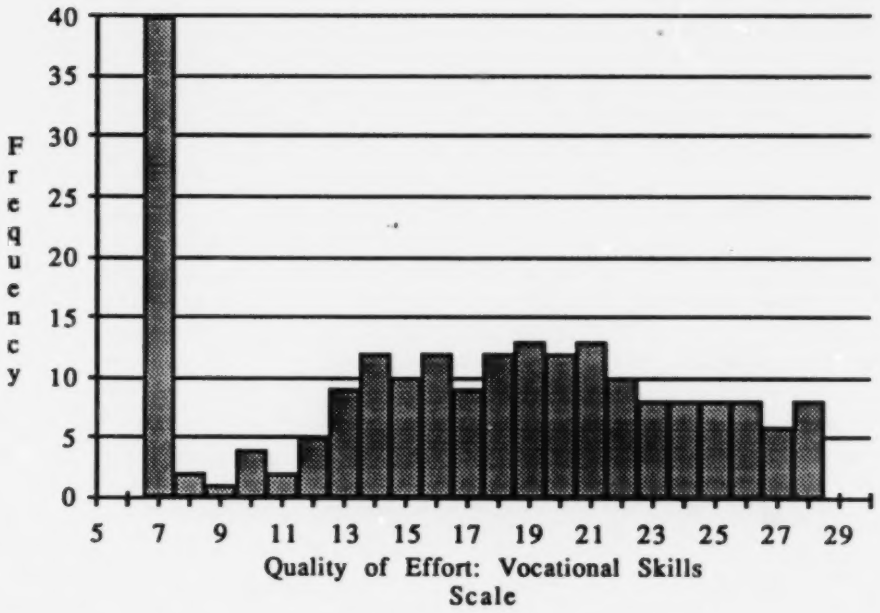

Figure 11

Frequency Distribution of Quality of Effort: Vocational Skills Scale
(Minimum: 7 and Maximum: 28)
N=212

Quality of Effort: Clubs and Organizations Scale

In the Clubs and Organizations section of the questionnaire the student had four possible response options. Numerical values were assigned to these options as follows: 1 for"Never", 2 for "Occasionally", 3 for "Often", and 4 for "Very Often." Since there were three questionnaire items in this section the "Quality of Effort: Clubs and Organizations Scale" took on values from 3 to 12. A total of 484 students responded to each of these items and consequently were assigned Quality of Effort values. The frequency distribution of these values was placed in Figure 12. The median of this distribution was 4 and the mean was 5.

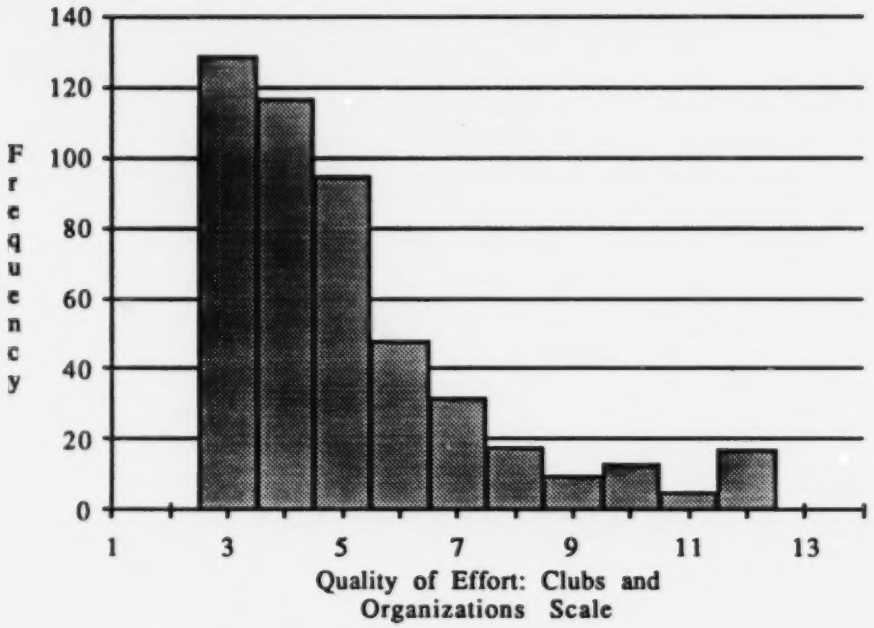

Figure 12

Frequency Distribution of Quality of Effort: Clubs and Organizations Scale
(Minimum: 3 and Maximum: 12)
N=484

Quality of Effort: Athletic Activities Scale

In the Athletic Activities section of the questionnaire the student had four possible response options. Numerical values were assigned to these options as follows: 1 for"Never", 2 for "Occasionally", 3 for "Often", and 4 for "Very Often." Since there were three questionnaire items in this section the "Quality of Effort: Athletic Activities Scale" took on values from 3 to 12. A total of 475 students responded to each of these items and consequently were assigned Quality of Effort values. The frequency distribution of these values was placed in Figure 13. The median of this distribution was 4 and the mean was 5.

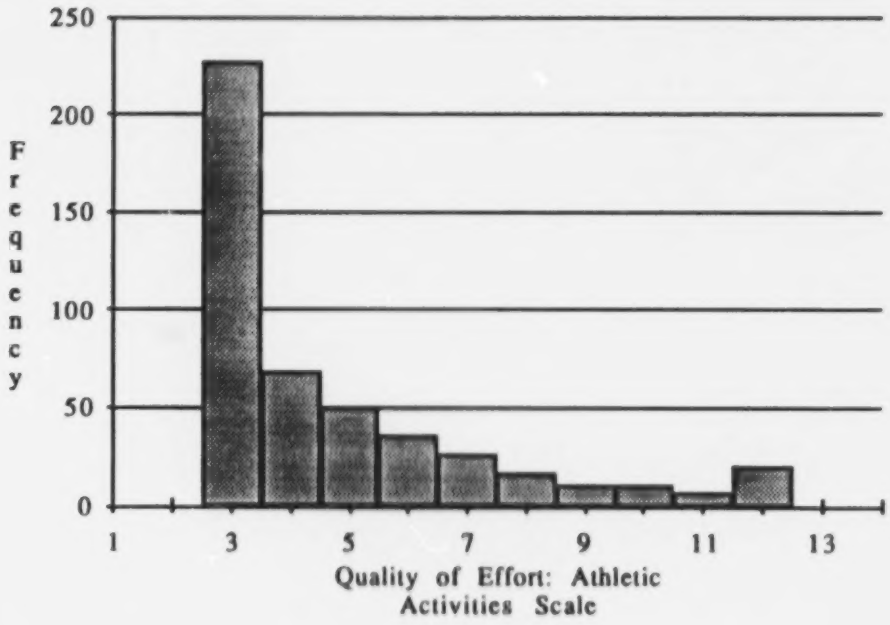

Figure 13

Frequency Distribution of Quality of Effort: Athletic Activities Scale
(Minimum: 3 and Maximum: 12)
N=474

Quality of Effort: Counseling and Career Planning Scale

In the Counseling and Career Planning section of the questionnaire the student had two possible response options. Numerical values were assigned to these options as follows: 0 for"No" and 1 for "Yes." Since there were seven questionnaire items in this section the "Quality of Effort: Counseling and Career Planning Scale" took on values from 0 to 7. A total of 480 students responded to each of these items and consequently were assigned Quality of Effort values. The frequency distribution of these values was placed in Figure 14. The median and mean of this distribution were both 4.

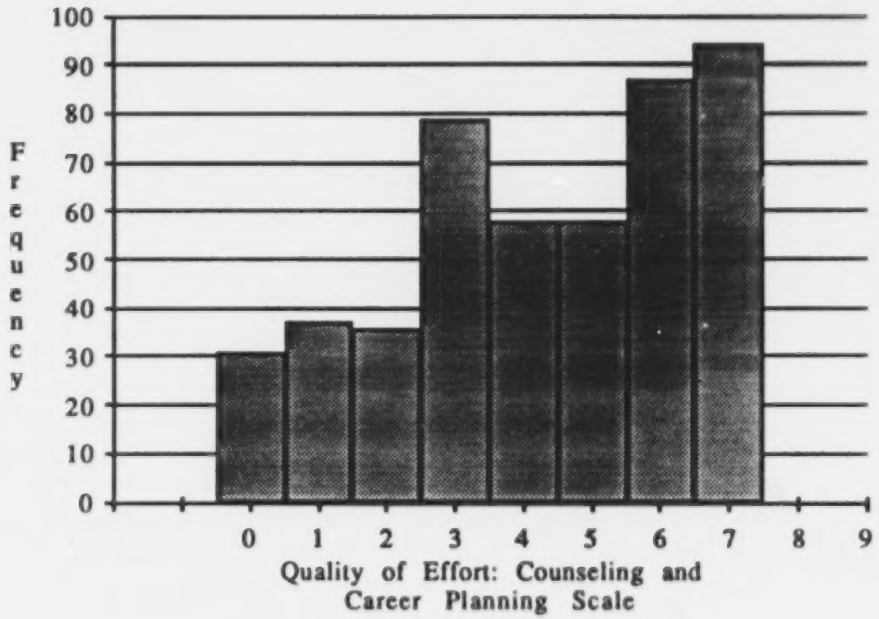

Figure 14

Frequency Distribution of Quality of Effort: Counseling and Career Planning Scale
(Minimum: 0 and Maximum: 7)
N=480

Integration of the Quality of Effort Scales

In an effort to tie the Quality of Effort indices together, for each Quality of Effort measure the percent of the median score for the range of values possible for that particular score was calculated. For example, the median score for the Quality of Effort: Experiences in Writing Scale was 22. The minimum value possible was 8 and the maximum value possible was 32. Consequently the range of values possible was 24 and the median was 14 units into this range The percent 14 was of 24 was found to

be fifty-eight percent. This calculation was made for all of the Quality of Effort scales.

The median quality of effort score at Saddleback College was found to be over fifty percent of the possible range for both the Writing Experiences Scale and the Counseling and Career Planning Scale. The median for the Vocational Skills Scale was just at the fifty percent level and the median for the Course Learning Scale was only slightly below this level. The median for the Student Acquaintances Scale was one-third of the range and the medians for the Experiences with Faculty and Library Experiences were just less than thirty percent of their range. The median for the Science Scale was twenty-two percent of that value possible. This was twice the level achieved by the medians of the Art, Music, Theater Scale; the Clubs and Organizations Scale; and the Athletic Activities Scale. These values were converted into a graphical form and placed in Figure 15.

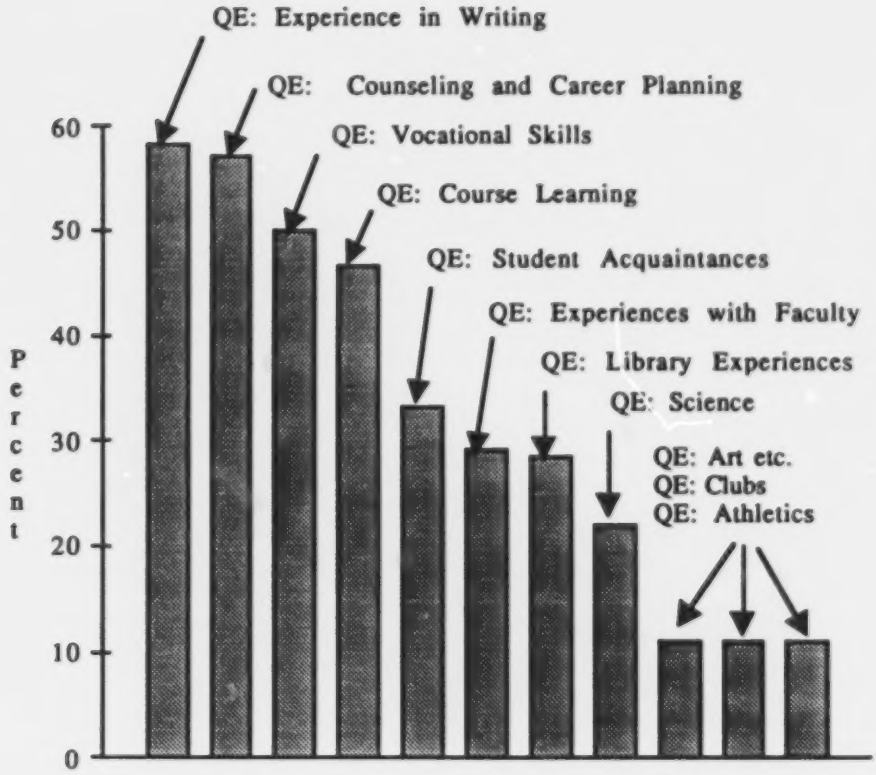

Figure 15

The Median Scores at Saddleback College of the Quality of Effort Scales as a Percent of their Range

Chapter 7

COLLEGE PROGRAM AND COURSES

Survey participants were asked to respond to a series of questions that were used to detail their reason for attending Saddleback College, their program and degree objectives, their course loads, and the types of courses they had completed. The responses to each of these questions were described in the sections below.

Reason for Attending Saddleback College

Because this item did not require any past experience with the programs or services available to students at Saddleback College, the entire sample of 983 students was used as the base for the analysis of the responses to this questionnaire item.

> **What is the most important reason you are attending THIS COLLEGE at this time? (Mark ONLY ONE answer.)**

The students had five choices for their response to this question. These choices were: "To prepare for transfer to a four-year college or university", "To gain skills necessary to enter a new job or occupation", "To gain skills necessary to retrain, remain current, or advance in a current job or occupation", "To satisfy a personal interest (cultural, social)", "To improve my English, reading, or math skills." Of the 974 students who responded to this item, sixty percent indicated that their most important reason for attending Saddleback was to prepare for transfer to a four-year college or university. Twenty-three percent of the respondents sought to gain skills necessary to enter a new job or occupation. Another eight percent of the sample primarily sought to gain skills necessary to retrain, remain current, or advance in a current job or occupation. Slightly more than six percent sought to satisfy a personal interest (cultural, social) and nearly two percent sought to improve their English, reading, or math skills These results were displayed in Table 14.

Table 14

Distribution of Most Important Reasons for Attending Saddleback College
N = 974

Most Important reason for attending Saddleback	Percent of Students
To prepare for transfer to a four-year college or university	60.8%
To gain skills necessary to enter a new job or occupation	22.8%
To gain skills necessary to retrain, remain current, or advance in a current job or occupation	8.0%
To satisfy a personal interest (cultural, social)	6.5%
To improve my English, reading, or math skills	2.0%

When only those students enrolled in twelve or more units were considered, the proportion of the respondents who gave transfer to a university as their primary reason for attending Saddleback College rose to eighty-three percent. While fifty-three percent of all female respondents gave this same reason for their attendance at Saddleback College the corresponding proportion for male respondents was seventy-seven percent. This significantly higher proportion of male respondents interested in university transfer than female respondents may have been a result of the sample selection process. The validity of these results based on sex are considered doubtful and the reader is directed to Appendix I for a complete discussion of this issue. The distribution of responses to this questionnaire element for those taking twelve or more units, for female respondents, and for male respondents were placed in Tables 15, 16, and 17 below.

Table 15

Distribution of Most Important Reasons for Attending Saddleback College for those Students Enrolled in Twelve or More Units
N = 486

'Most Important reason for attending Saddleback	Percent of Respondents
To prepare for transfer to a four-year college or university	82.9%
To gain skills necessary to enter a new job or occupation	12.8%
To gain skills necessary to retrain, remain current, or advance in a current job or occupation	1.4%
To satisfy a personal interest (cultural, social)	1.6%
To improve my English, reading, or math skills	1.2%

Table 16

Distribution of Most Important Reasons for Attending Saddleback College given by Female Respondents
N = 645

Most Important reason for attending Saddleback	Percent of Respondents
To prepare for transfer to a four-year college or university	52.7%
To gain skills necessary to enter a new job or occupation	27.6%
To gain skills necessary to retrain, remain current, or advance in a current job or occupation	9.9%
To satisfy a personal interest (cultural, social)	7.6%
To improve my English, reading, or math skills	2.2%

Table 17

Distribution of Most Important Reasons for Attending Saddleback College given by Male Respondents
N = 329

Most Important reason for attending Saddleback	Percent of Respondents
To prepare for transfer to a four-year college or university	76.6%
To gain skills necessary to enter a new job or occupation	13.4%
To gain skills necessary to retrain, remain current, or advance in a current job or occupation	4.3%
To satisfy a personal interest (cultural, social)	4.3%
To improve my English, reading, or math skills	1.5%

In a separate element in another part of the College Program and College Courses section of the questionnaire the survey participants were asked if they planned to transfer to a four year college or university and 954 students who had indicated their primary reason for attending Saddleback College responded to that question as well. As was expected, essentially all (i.e. 99.66% of the 589 respondents) of those who gave transfer as their primary reason for attending Saddleback indicated that they did plan to transfer. Forty-four percent (N=211) of those who came to Saddleback College primarily to gain skills necessary to enter a new job or occupation also planned to transfer to a four-year college or university. Transfer was also planned by: thirty percent (N=76) of those who sought to gain skills necessary to retrain, remain current, or advance in a current job or occupation; seventy percent (N=60) of those who came to satisfy a personal interest (cultural, social); and twenty-eight percent (N=18) of those who desired primarily to improve their English, reading, or math skills.

Degree/Certificate Aspirations

Are you working for an AA or AS degree?

Of the 958 survey participants who responded to this question, sixty percent were working toward such a degree while the remaining forty percent were not. After comparison of the responses to this question with the previous question which dealt with the student's reason for attending Saddleback, it was found that two-thirds of those whose primary reason for attending Saddleback was to transfer were also working toward an Associates degree. Of those seeking the skills necessary to enter a new job or occupation, sixty-one percent also sought an Associates degree.

Are you working for a diploma or certificate?

Because of the use of the word "diploma" in this question it was doubtful that all students recognized this question as one which sought information about their interest in certification in a vocational program. It was likely that many of those who sought an Associates degree diploma (the focus of the previous question) also

responded positively to this questionnaire element. Of the 946 students who responded to this question, fifty-three percent indicated that they were working toward a diploma or certificate and forty-seven percent were not so directed.

Because of the possible confusion with the previous question which dealt with the Associates degree, it was thought advisable to investigate the relationship between the responses to these two questions. Of the 941 students who responded to both questions, sixty-nine percent responded the same way to both questions (i.e. "Yes" to both or "No" to both). Of the group of 380 students who indicated that they were working for both an Associates degree and diploma or certificate, over two-thirds said their primary reason for attending Saddleback was to prepare to transfer to a four-year college or university. It was likely most of these students were confused by the use of the word "diploma" in this question.

One quarter of the group who had indicated that they were working for both an Associates degree and diploma or certificate stated that their primary reason for attending Saddleback College was to gain skills necessary to enter a new job or occupation and another five percent gave, as their reason for attending Saddleback, the need to gain skills necessary to retrain, remain current, or advance in a current job or occupation. These latter two groups likely represented the students working for both an Associates degree and vocational certificate.

Transfer Aspirations

Do you plan to transfer to a four year college or university?

Three-quarters of the 963 students who responded to this question did so with an answer of "Yes." A total of 718 students indicated both that they planned to transfer and also answered the earlier question that concerned their most important reason for attending Saddleback College. Eighty-one percent of this group gave preparation for transfer to a four-year college or university as their most important reason for attending Saddleback College. Of those 236 students not planning to transfer, fifty percent gave skill acquisition for a new job as their primary reason for attending. Those who sought to retrain, remain current, or advance in a current job or occupation accounted for twenty-two percent of those not intending to transfer as did the group of students whose most important reason for attending Saddleback was to satisfy a personal interest.

Occupational/Vocational Program Participation

Are you currently enrolled in an occupational/ vocational program?

Fourteen percent of the 955 students who responded to this question indicated that they were in such a program. The group of 135 students who responded that they were in such a program was seventy-six percent female This particular proportion was probably due to the fact that the vocational programs selected for the sample traditionally had a high proportion of female participation (nursing, legal assisting, interior design, foods and nutrition, word processing) and the reader is directed to Appendix I for a complete discussion of this issue.

If you are enrolled in a vocational program which of the following categories best describes your occupational/technical program? (MARK ONE):

Of those 135 students who indicated that they were currently enrolled in a vocational program, 128 completed this question and indicated into which of several categories their program fell. The various program categories were placed in Table 18. One choice the respondents could select was "I am not enrolled in an occupational/technical program." Five percent of the students made this selection and thus indicated that they were not in an occupational/technical program even though they had previously indicated that they were in an occupational/vocational program. Perhaps the substitution of the word "technical" for "vocational" caused this response.

Although sixteen percent of the respondents did not find a category that fit their program, most students were able to find an adequate description of their vocational program. Those programs most often cited were health, business, and home economics. The high frequency of these particular categories may have been due to the fact that whole courses in these vocational areas were included in the sample of thirty-one courses surveyed (see Appendix I). The complete distribution of responses to this question was placed in Table 18.

Frequency of Participation in Various General Education Areas

Survey participants were asked to indicate whether they had taken (or were taking) courses in several general education areas. Specifically these areas were: Sciences (such as astronomy, biology, physics, chemistry, geology, etc.); Social Sciences (such as psychology, political science, sociology, economics, ethnic studies, etc.); Fine Arts (such as music, theater, dance); College Math (not remedial math); English Composition (not remedial English); Humanities (such as history, literature, philosophy, etc.); Foreign Languages; Speech, Communications; Computer Science; Physical or Health Education. The analysis of the responses to this section of the questionnaire was based on those received from students who were not new to Saddleback College and who had taken more than 15 units at Saddleback. While 497 responses were possible from this group, not all individuals gave a response for each course category.

Nearly ninety percent of the respondents had taken at least one Social Science course and in fact two-thirds had taken more than one. Slightly less than eighty percent of the students had taken at least one Humanities course and forty-five percent had taken more than one such course. Although more than two-thirds of the sample had taken a Science course, just one-third had taken more than one Science course. English Composition courses and College Mathematics courses had each been taken by slightly more than two-thirds of the respondents, one-third had taken more than one English Composition course while a quarter had taken more than one College Mathematics course. Physical/Health Education courses; Speech, Communications courses; and Fine Arts courses had each been taken by about fifty-eight percent of the students in the sample, but while nearly a third had taken more than one Physical or Health Education course and nearly a quarter had taken more than one Fine Arts class only eleven percent had taken more than one Speech, Communications course. Nearly a third of the sample had taken at least one Foreign Language course and slightly more than a quarter had taken a Computer Science course. These results were summarized in graphical form and placed in Figure 16. A table completely detailing the distribution of the responses among the general education areas was placed in the Appendix IV.

Table 18

Distribution of Occupational/Technical Programs in which the Survey Participants were Enrolled
N=128

Category of Occupational/Technical Program	Percent of Respondents
Health (such as dental services; diagnostic and treatment services; medical laboratory technologies; mental health and human services; nursing services; rehabilitation services; etc.	30.5%
Business (such as accounting; bookkeeping; data processing; office supervision; personnel and training; secretarial programs; etc.	18.8%
Other occupational/vocational programs not specifically listed:	15.6%
Home Economics (such as interior design; clothing and textiles; food and nutrition; food production; child care; etc.)	14.8%
Marketing and Distribution (such as real estate; fashion merchandising; small business management; financial services marketing; food marketing; marketing management; institutional management; etc.	6.3%
I am not enrolled in an occupational/technical program	4.7%
Agricultural (such as agricultural business, management, mechanics, or production; animal science; horticulture; landscaping; conservation; etc.)	3.9%
Technical and Communications (such as computer programming; educational media technology; radio and television technology; architectural technology; civil technology; electrical and electronic technology; environmental control technology; industrial technology; etc.)	3.9%
Trade and Industrial (such as cosmetology; law enforcement; construction trades; heating and air conditioning; industrial equipment maintenance; aircraft mechanics; auto body repair; automotive mechanics; architectural, civil, or mechanical drafting; commercial art; commercial photography; truck and bus driving; tool and dye making; welding; etc.)	1.6%

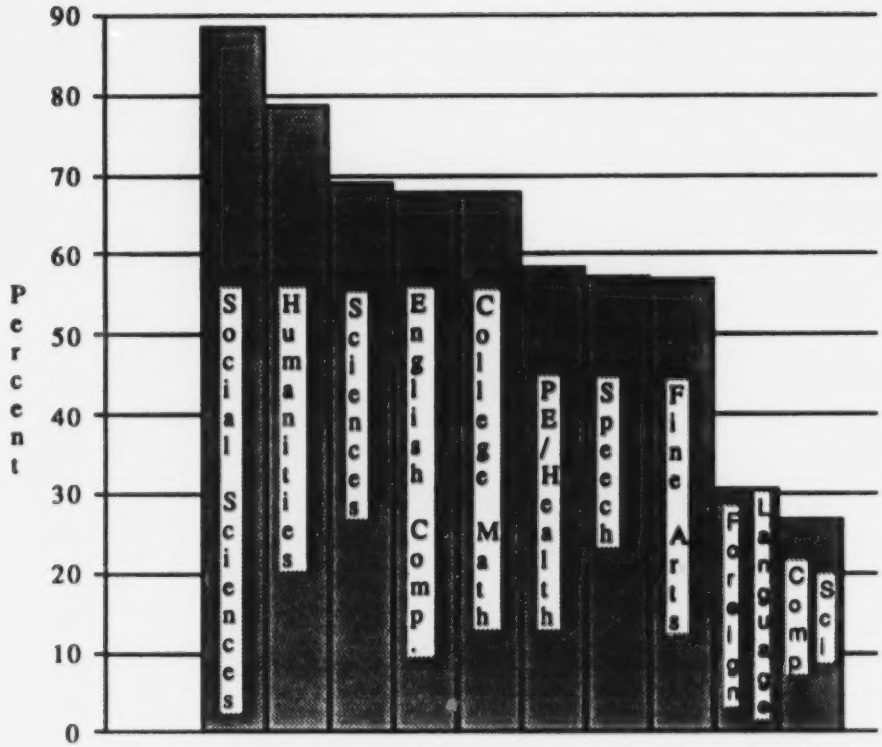

Figure 16

Proportion of Respondents with More than 15 Units who had Taken at Least One Course in the Designated General Education Area

(N is Approximately 485 but varied slightly with G.E. Area)

Number of Units Taken This Term

How many units are you taking THIS term?

The response options survey participants had for this question were: Less than 6, 6 to 8, 9 to 11, 12 to 15, and More than 15. The distribution of the responses among these categories was placed in Figure 17.

Half of the entire sample of 983 respondents, were taking full-time loads (i.e. 12 or more units). This value was also the proportion of the 285 new students who were enrolled in 12 or more units, but significantly less than that the proportion for students with more than 15 units taken at Saddleback. Sixty-one percent of this group was enrolled in 12 or more units during the Fall, 1991 term. Based on data provided by the District Research Office it was known that, for Saddleback College as a whole (N=23,586), the proportion of students enrolled full-time for the Fall, 1991 term was just under twenty percent. The significantly higher proportion observed in the sample may in part have been due to the exclusion of the Emeritus Institute and Media courses from the sample.

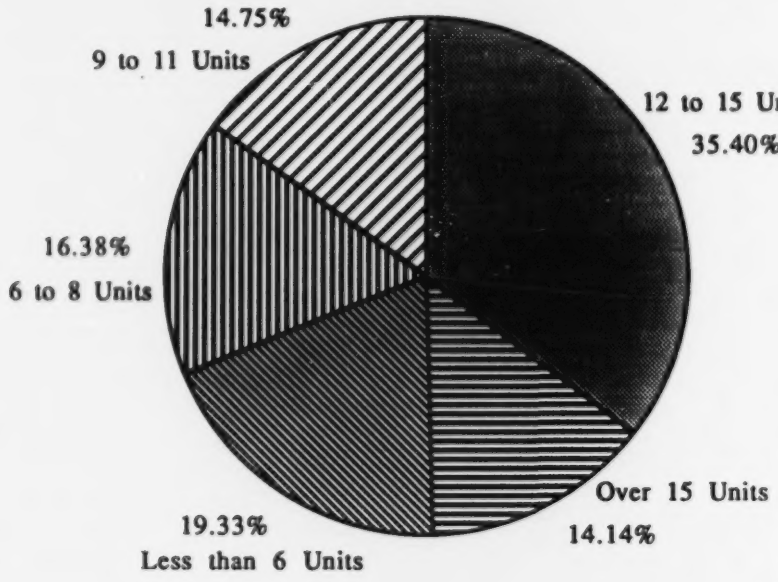

Figure 17

Distribution of the Number of Units in which Survey Participants were Enrolled at the Time the Survey was Conducted
N=983

Student work obligations and college unit load were compared. Fairly consistently over each course load category, twenty-one percent of the students did not work at a job for pay. Conversely nearly eighty percent of the students in each unit load category worked at least some hours each week for pay. Half of those students who were enrolled in full-time loads (12 or more units) worked more than

twenty hours each week. Two-thirds of those students who were enrolled in less than twelve units worked more than twenty hours each week.

Total of Units Taken at Saddleback

Including the units you are now taking, what is the total number of course credits you have taken at this college?

The response options survey participants had for this question were: 1 to 15 credits, 16 to 30 credits, 31 to 45 credits, and 46 or more credits. Note that the student was to include in the total number of credits taken those in which she was currently enrolled. Because of the large number of new students in the sample (285 of 983 respondents) when the entire sample was considered nearly 47 percent of the respondents had taken between 1 and 15 units. When the new students were removed from the sample, the distribution over the four credit categories was fairly uniform. Values ranged from twenty-nine percent for the 1 to 15 units band to twenty-two percent for the 31 to 45 units range. The complete distribution of units taken by students in the sample who were not new to the College was put into graphical form and placed in Figure 18.

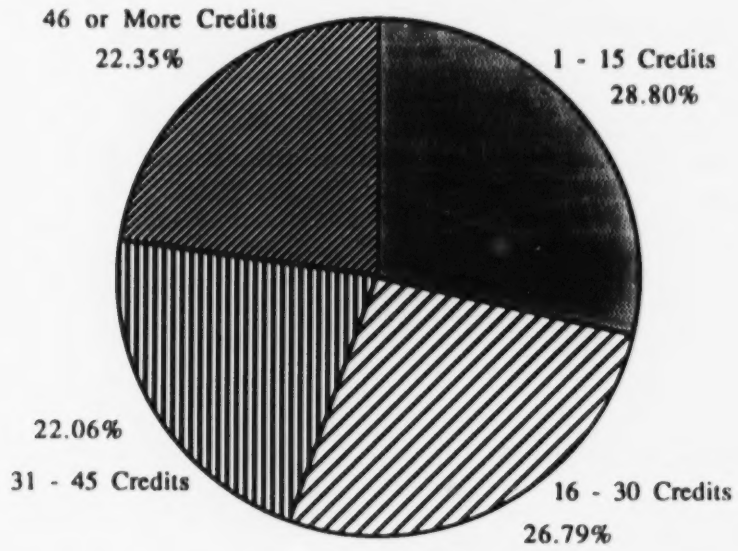

Figure 18

Distribution of the Total Number of Units Taken by Questionnaire Respondents who were Not New to the College at the Time the Survey was Conducted
N=698

When Classes Meet

The students were asked to indicate when the classes they were then taking were scheduled.

When do the classes you are not taking meet?

The categories from which their response could be chosen were: "day only"; "evening only"; "some day and some evening." When the entire sample was considered, the three categories attracted a fairly uniform response from a high of thirty-eight percent for "only day" classes to a low of twenty-six percent for "only evening." Thirty-six percent were enrolled in "some day and some evening" classes New students had a strong interest in the "only day" category and forty-eight percent of the new students in the sample were enrolled only in day classes. When new students were removed from the sample, the most frequent (thirty-eight percent) schedule involved both day and evening classes. Even allowing the interest of new students for day classes, over half of all women in the sample taking twelve or more units were enrolled in both day and evening classes. The proportion of men that fit this description was only slightly lower (forty-nine percent).

When attention was focused specifically at the number of hours worked by students in the three class schedule categories, it was found that the group that took classes only in the evening (N=255) had the highest proportion of students working over thirty hours each week. It was found that almost three-quarters were employed over thirty hours a week. By contrast, twenty percent of the day only students (N=373) were employed at this level and twenty-six percent of those students who took some day and some evening classes (N=350) worked over thirty hours each week. Conversely, nearly thirty percent of the students enrolled in only day classes were not employed and twenty-one percent of those taking both day and evening classes were not employed. Only twelve percent of those taking classes only in the evening were not employed. The complete distribution of the the hours worked by these groups of students was calculated and placed in Table 19.

Table 19

Distribution of Hours Worked per Week vs When the Student Scheduled Classes

Hours Worked Each Week	Day Only Classes N=373	Evening Only Classes N=255	Some Day and Some Evening Classes N= 350
No Job	28%	12%	21%
1 to 10 hours	8%	3%	7%
11 to 20 hours	21%	6%	16%
21 to 30 hours	24%	8%	29%
31 to 40 hours	16%	43%	19%
More than 40 hours	4%	30%	7%

Grades

Survey respondents were asked to indicate what most of their grades at Saddleback College had been up to the time they completed the questionnaire.

Up to now, what have most of your grades been at this college?

The categories from which the student could pick were: "A"; " A-, B+"; "B"; "B-, C+"; "C, C-"; "lower than C-". Of the group of 698 students in the sample who were not new to the College at the time of the survey, ninety-two percent felt that most of their grades had been C+ or above. Nearly half (forty-six percent) felt that most of their grades had been B+ or above. The complete grade distribution for this group of students was placed in Figure 19.

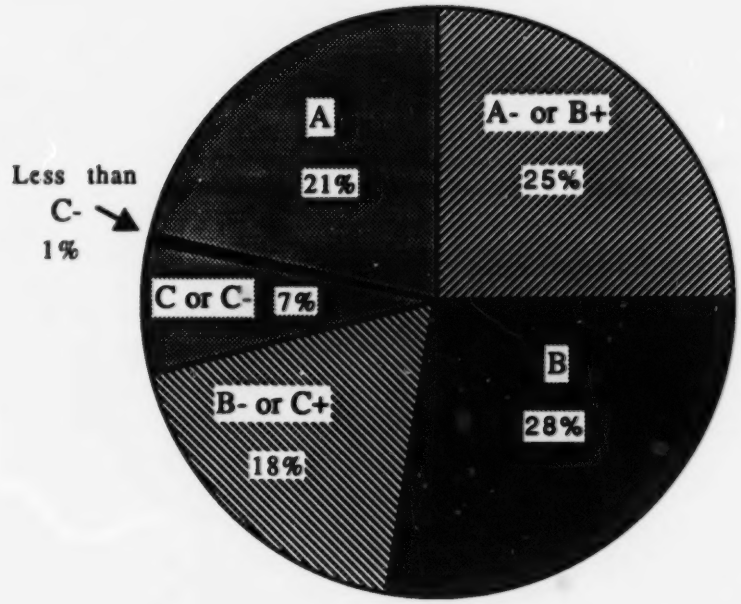

Figure 19

Distribution of Grades Most Often Received at Saddleback College by the Respondents who were Not New to the College
N=698

Hours Spent Studying or Preparing for Class

The survey participants were asked to indicate how many hours a week they usually spent studying or preparing for their classes.

About how many hours a week do you usually spend studying or preparing for your classes?

The response options available to the survey participants were: "1 to 5 hours","6 to 10 hours", "11 to 15 hours", "16 to 20 hours", "more than 20 hours."

Because the survey was given during the second week of classes and new students probably had not yet established a studying pattern, the analysis of this item was based on the responses of those students who were not new to the College and had taken more than 15 units at Saddleback. As a group, seventy percent of these 497 students studied or prepared ten or fewer hours each week and only slightly more than four percent studied more than 20 hours. The proportions for each range of hours offered in the questionnaire were placed in graphical form and displayed in Figure 20.

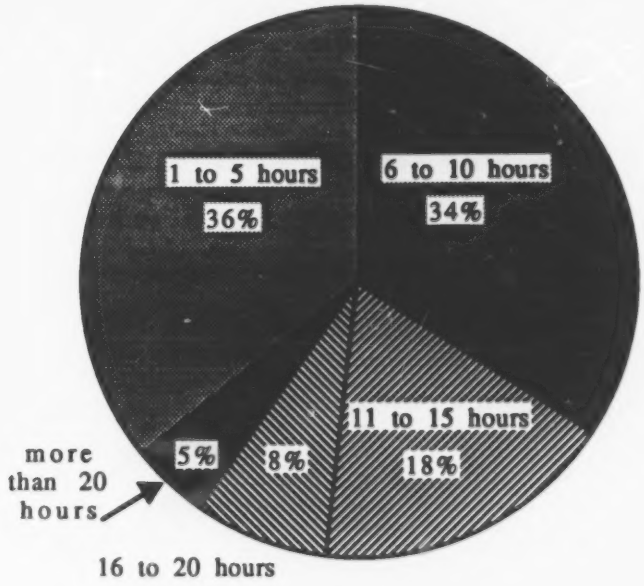

Figure 20

Time Spent Studying Weekly by those who had Taken More than 15 Units at Saddleback College
N= 497

It was possible that the number of hours a week a student spent studying was related to the number of units that the student was currently taking. While seventy percent of those enrolled in fewer than 6 units studied between 1 and 5 hours weekly, only twenty-three percent of those enrolled in more than 15 units studied five or fewer hours each week. The proportion of students in each unit load category that

studied 11 to 15 hours per week rose steadily from two percent of those taking less than 6 units to twenty-six percent of those with more than 15 units. Fifteen hours of study appeared to be a practical limit for study time for most students no matter how many course units they took. Even for those taking more than 15 units, eighty-two percent studied 15 hours or less per week. The relationship between the number of units in which the student was enrolled at the time of the survey and the number of hours studied each week was placed in graphical form and displayed in Figure 21.

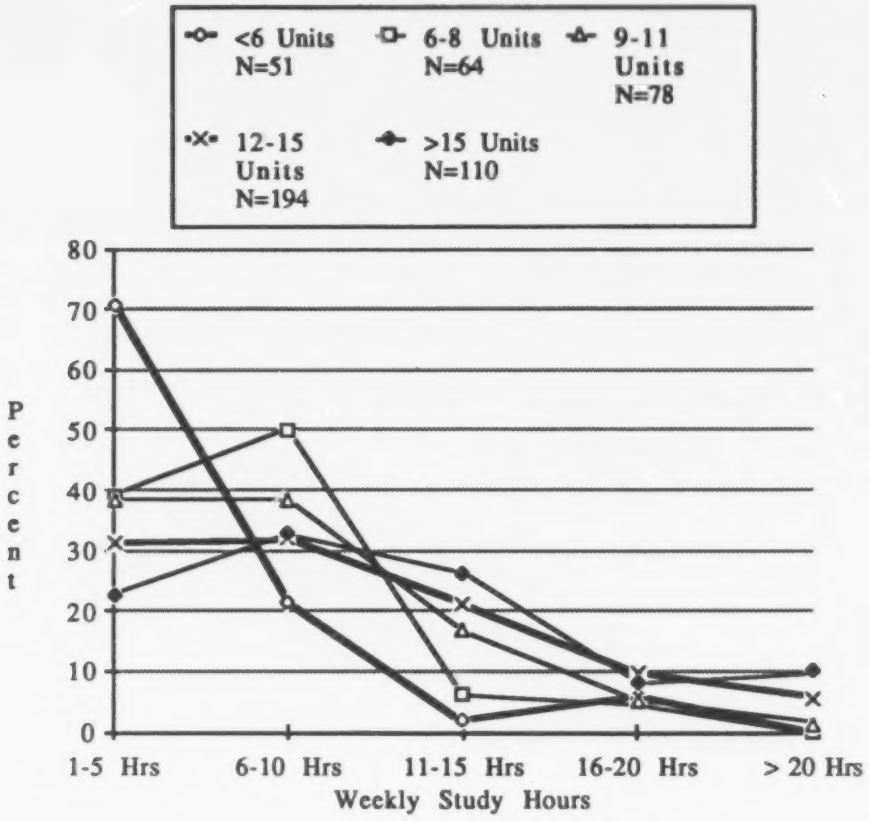

Figure 21

Comparison of Hours Studied Weekly and the Number of Units in which the Student was Currently Enrolled for those who had Taken More than 15 Units at Saddleback College
N=497

It was possible that the amount of study time was effected by the number of hours each week the student worked for pay. A comparison between the hours worked and the hours studied weekly was made for students enrolled in twelve or more units. And the results were displayed in the Figure 22. The groups that tended to have the greatest study time were those composed of students who did not work, worked 1 to 10 hours, or worked over 40 hours. For each of these groups over half of the students in that category studied more than ten hours and more than ten percent of each group studied more than 20 hours. For the other three groups less than half

of each group studied more than 10 hours weekly. and less than ten percent of each group studied more than 20 hours.

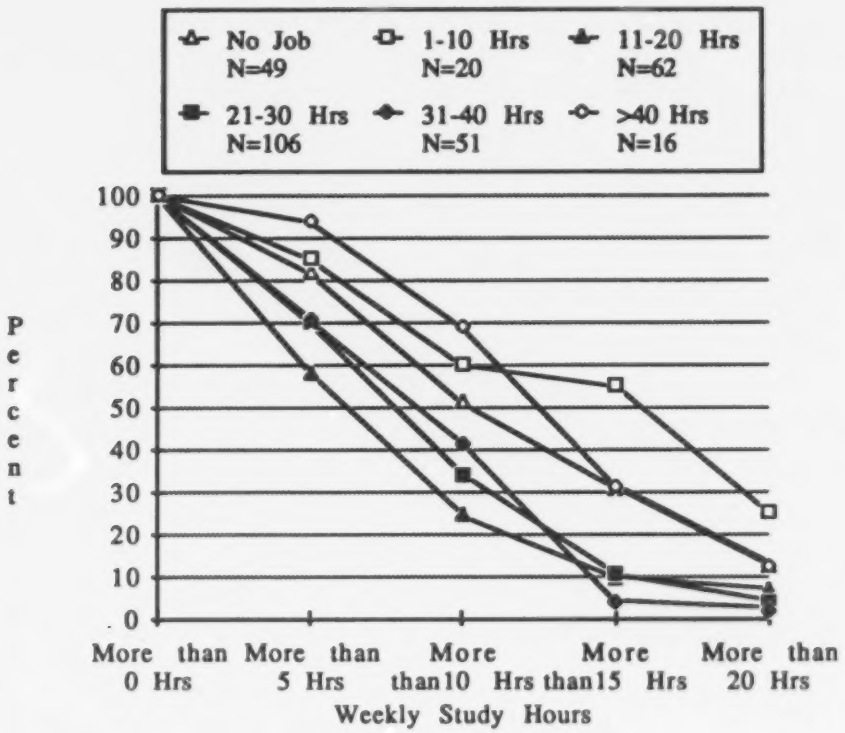

Figure 22

Hours Studied Each Week vs Hours Worked Each Week for those Currently Enrolled in 12 or More Units
N = 304

It was possible that both work responsibilities and family responsibilities affected the amount of time a student studied or prepared for class each week. A comparison was made between the affect of work and family responsibilities on the amount studied each week for students who were not new to the College, had taken more than 15 units at Saddleback, and were currently enrolled in 12 or more units. This investigation was based on the extent to which the student felt these activities interfered with that student's school work. In another section of the questionnaire (see Chapter 8) the student was asked to describe how their job, if they had one, affected their college work. If they had family responsibilities, they were similarly asked to describe the affect of these responsibilities on their college work. The choices for response options for these two questions were essentially the same: (1) no such responsibilities or job, (2) does not interfere with my school work, (3) take(s) some time from my school work, (4) take(s) a lot of time from my school work.

As a method of integrating these responses with the amount of time the student studied weekly, a numerical value was given to each of these responses. The value chosen was the index used above to list the possible response options. The mean score for the responses to the question related to the impact of a job on the

student's school work was calculated. Similarly, the mean score for the responses to the question related to the impact of family responsibilities on the student's school work was calculated. These results were then grouped according to the number of hours the respondent studied each week and placed in Figure 23.

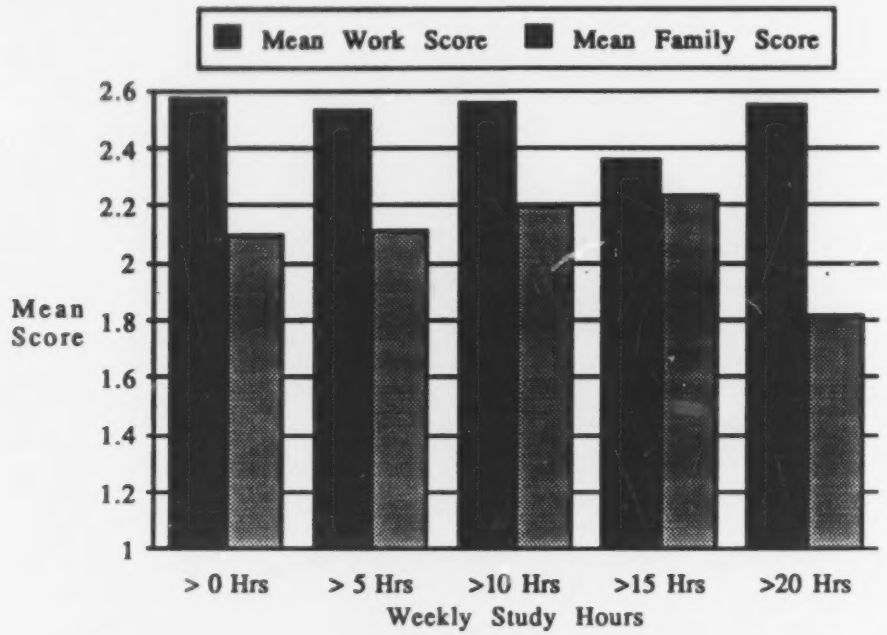

Figure 23

Comparison of the Level of Interference with School Work Associated with Job and Family Responsibilities as Measured by the Number of Hours Studied Each Week for those Who had Taken More than 15 Units at Saddleback College and were Currently Enrolled in 12 or More Units
N = 301

The mean could range from 1 to 4. The higher the value of the mean, the more interference that responsibility (job or family) had on the student's school work. From review of Figure 23, it appeared that the interference of work was fairly uniform over all divisions of weekly study hours and provided greater interference than that due to family responsibilities. It was interesting to note that the interference of family responsibilities grew as the student's weekly study time increased until the category for study time that exceeded more than twenty hours each week was reached. This reaction was possibly analogous to a tree branch in a wind. As the wind increased the strain on the branch increased. If the force of the wind became high enough, the branch broke and the strain was released. Perhaps there was a limit to how many hours a student with significant family responsibilities could study. If more hours than that were required they simply could not put in those hours.

The accommodation to a limit in the number of hours available for study might have been accomplished by a reduction in the number of units in which the student enrolled. This possibility was investigated by calculating the mean of the family responsibility response for each of the categories that described the number of units in which the respondent was currently enrolled. The analysis was based on the responses of those who had taken more than 15 units at the College. There were potentially 497 respondents in this category. In all 494 students responded to the item related to family responsibility. These results were placed in the Figure 24. As suspected, while the affect of family responsibilities increased slightly as the number of units in which the student was enrolled increased up to 11 units, it fell off dramatically for higher unit loads. This suggested that students with family obligations that interfered with their school work tended to keep their course loads under twelve units.

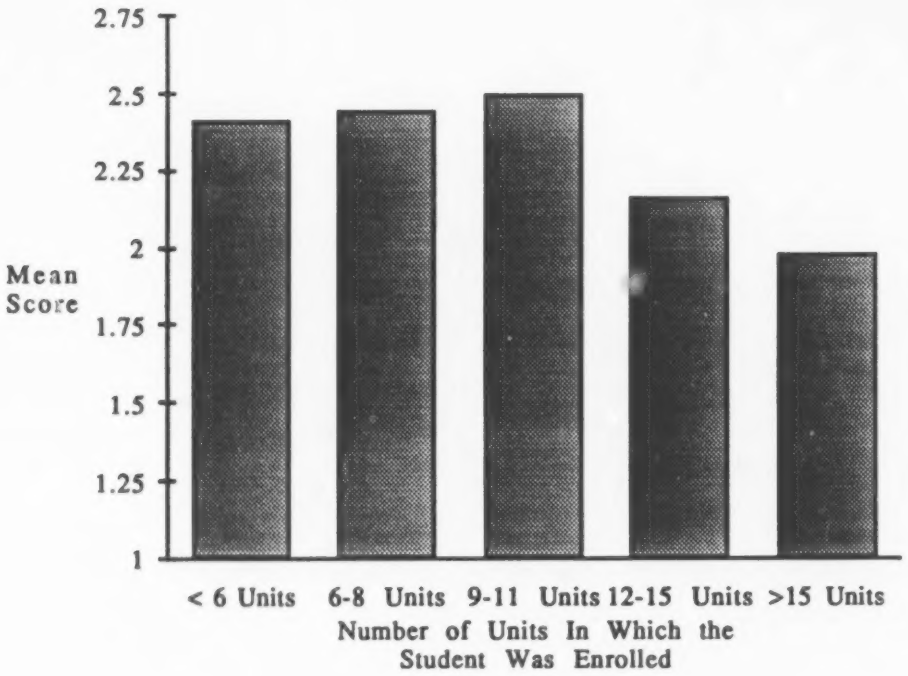

Figure 24

Mean Score for the Interference With School Work by Family Responsibilities vs. the Number of Units in which the Student was Enrolled

Time on Campus

The survey participants were asked to indicate the number of hours a week they usually spent on campus, but not to include the time spent attending classes.

> **About how many hours a week do you usually spend on the college campus, not counting time attending classes?**

Their response choices were: "None", "1 to 3 hours", "4 to 6 hours", " 7 to 9 hours", "10 to 12 hours", and "more than 12 hours." A total of 982 students responded to this questionnaire item. Nearly thirty percent of the sample indicated they spent no time on campus other than that while attending classes. Almost fifty percent of the sample spent between 1 and 3 hours each week on campus other than the time spent in class. Slightly less than one quarter of the sample spent 4 our more hours on campus each week above what they spent in class. The actual distribution of responses to this question was placed in Figure 25.

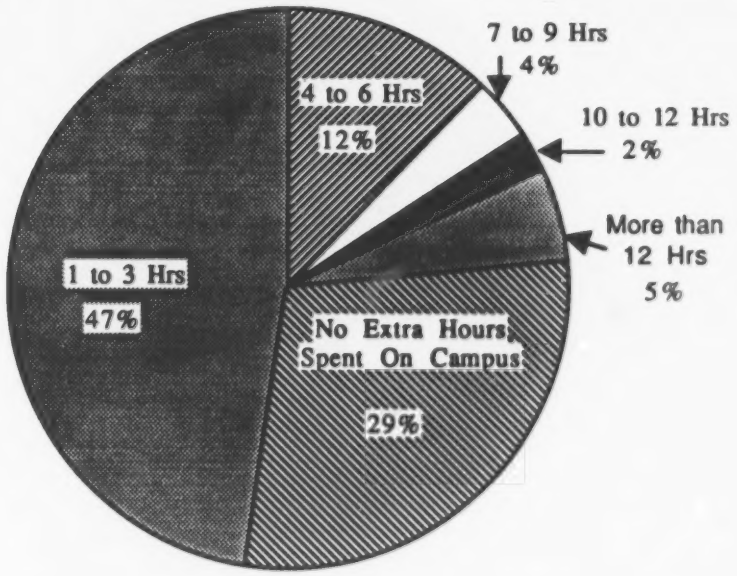

Figure 25

Distribution of Hours Spent on Campus when Not in Class
N= 982

The distribution of hours spent on campus other than those in class was considered as a function of when the students took their classes. It was found that, while twenty-eight percent of "day only" students and twenty-one percent of "some day and some evening" students indicated that they spent no other time than class time on campus, forty-two percent of "evening only" students indicated that they spent no extra time on campus. In fact eighty-seven percent of "evening only" students indicated that they spent three or fewer extra hours on campus per week.

By comparison, three-quarters of the "day only" students and seventy percent of the "some day and some evening" students indicated that they spent three or fewer extra hours on campus per week. The complete distribution of the extra hours spent on campus per week by survey respondents versus when they took their classes was placed in Figure 26.

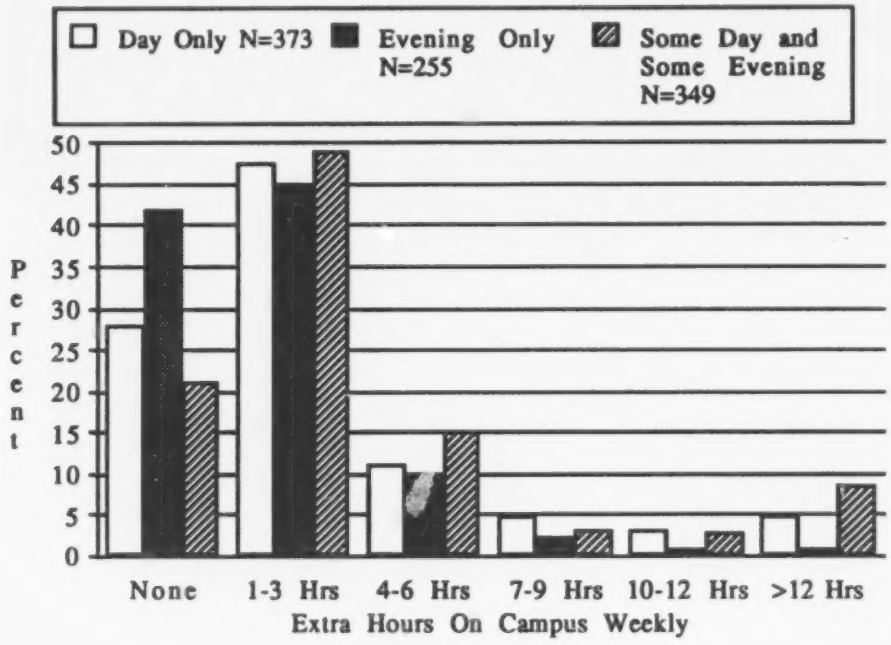

Figure 26

Comparison of Extra Hours Spent on Campus and When Respondent Scheduled Classes
N=977

If one assumed that some of the extra time spent on campus was due to the need to wait for classes to begin, it was reasonable to conjecture that the more units a student took then the more extra hours that student would be on campus. An analysis of the students who took classes only in the day or during both day and evening revealed that forty-three percent of those taking fewer than 6 units reported that they spent no extra time on campus while only sixteen percent of those taking more than 15 units spent no extra time on campus. The distribution of extra time spent on campus as a function of the number of units in which the respondent was currently enrolled for students who were either day only or both day and evening students was placed in Figure 27. These results support the conclusion that students with 12 or more units spent more nonclass time on campus than did students with fewer units. Further the number of nonclass hours on campus decreased as the number of units in which the student was enrolled decreased.

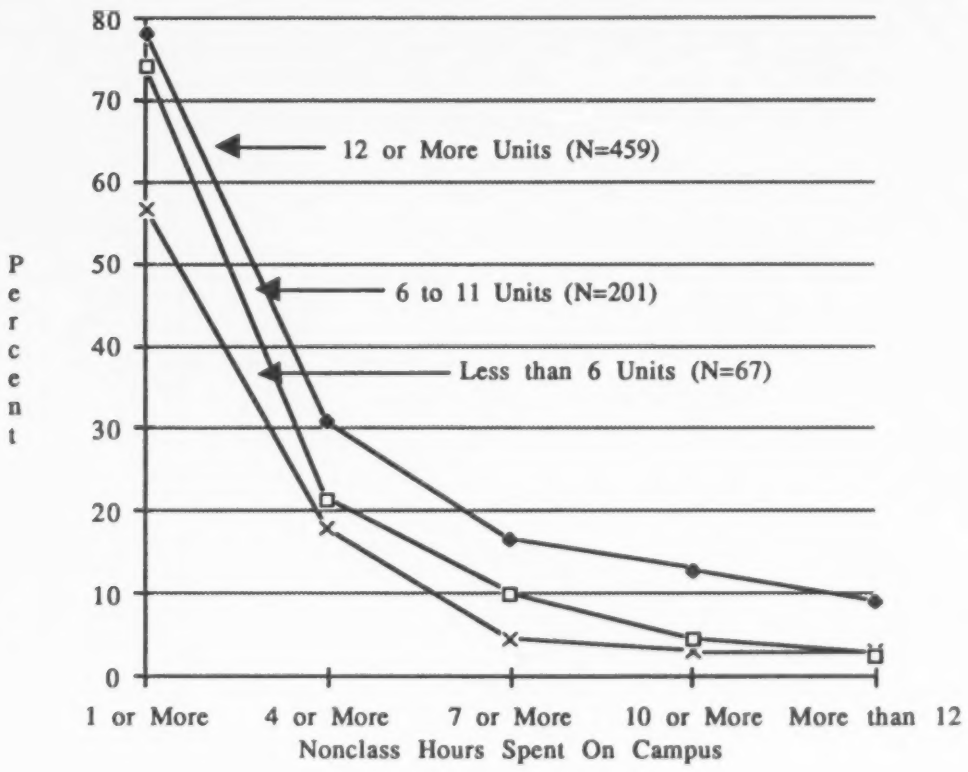

Figure 27

Nonclass Hours Spent on Campus versus the Number of Units Taken this Term for Day Only and Day/Evening Students
N = 727

The amount of time a student worked for pay was also thought to affect how much extra time that student would have to stay on campus when not in class. A comparison was made between the extra hours on campus and the hours worked for pay for day only and day/evening students who were taking 12 or more units. While the proportion of students who indicated that they spent no extra time on campus increased with the number of hours worked for pay, the affect was mixed for those who did spend extra time on campus. The distribution of extra hours spent on campus versus the hours worked for day only and day/evening students who were taking 12 or more units was graphed and placed in Figure 28. It appeared that those who worked 1 to 20 hours per week had a slightly greater tendency to stay on campus when not in class than did those without jobs. Of course, those who worked 21 or more hours were the least likely to spend extra time on campus.

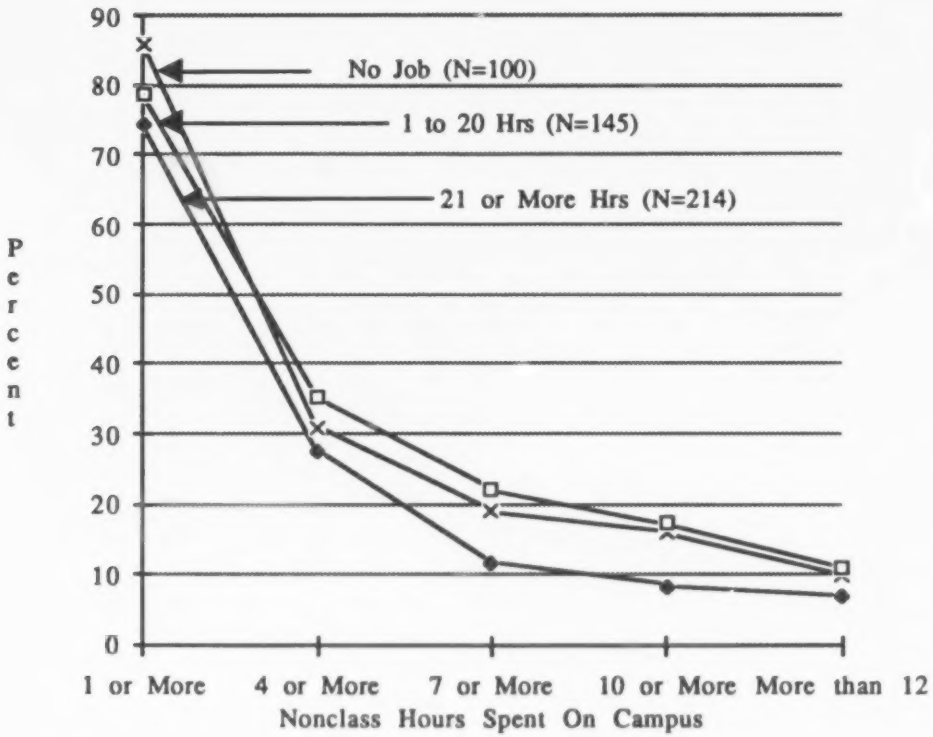

Figure 28

Distribution of Extra Hours Spent on Campus versus the Hours Worked for Day Only and Day/Evening Students who were Taking 12 or More Units

There appeared to be no significant age factor in the number of extra hours that students spent on campus. Students of ages 23 and above were less likely than younger students to indicate that they spent no extra time on campus. The group of students aged 23 to 39 tended to spend more time on campus when not in class than did either students who were younger or older. The distribution of extra hours spent on campus for those with day only or day/evening classes and enrolled in 12 or more units was graphed versus age and placed in the Figure 29.

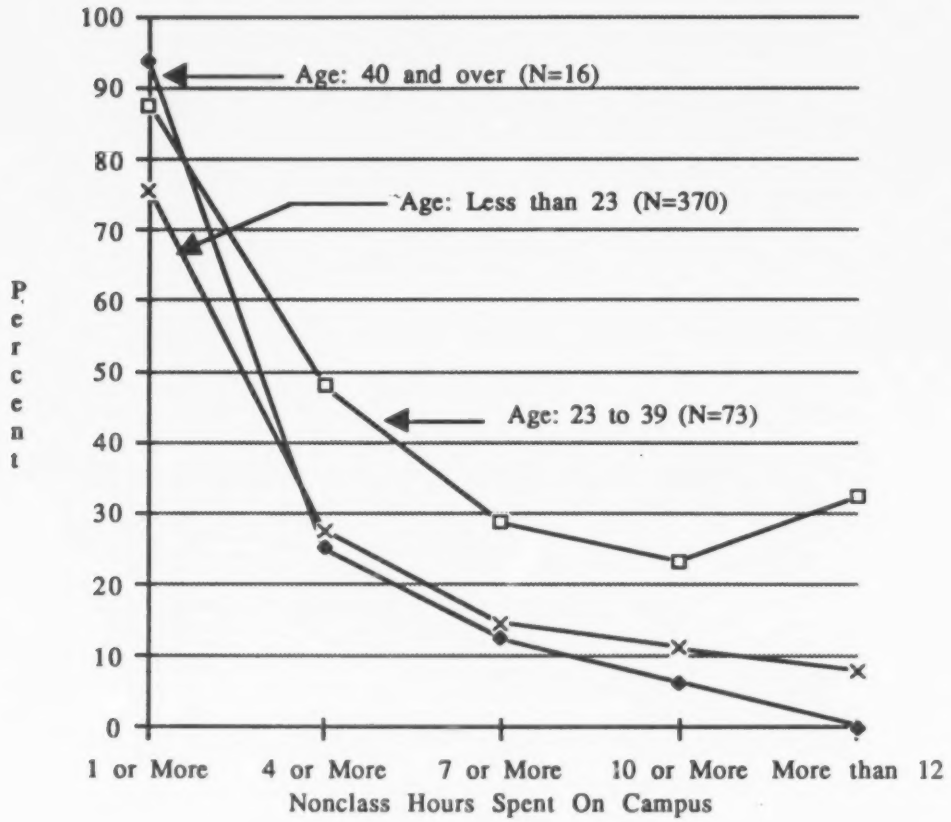

Figure 29

Distribution of Extra Hours Spent on Campus for Those with Day Only or Day/Evening Classes and Enrolled in 12 or More Units Categorized by Age
N = 459

There appeared to be no sex dependence in the number of extra hours that students spent on campus. The proportion of female students and male students who spent extra time on Campus was calculated and found to be essentially equal. The results of these calculations was placed in Figure 30.

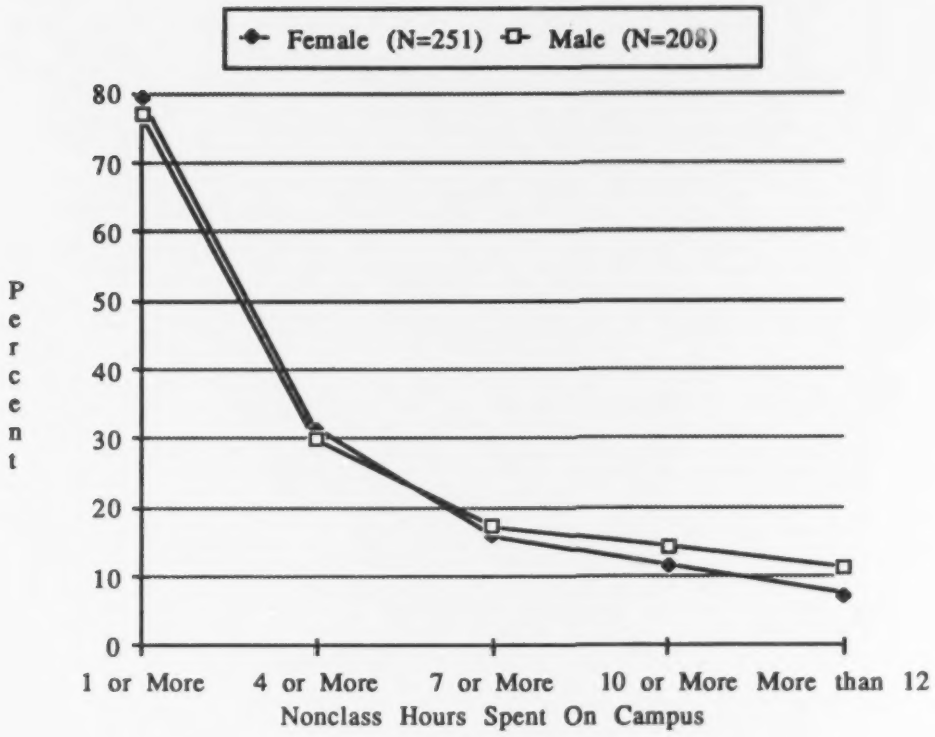

Figure 30

Distribution of Extra Hours Spent on Campus for those with Day Only or Day/Evening Classes and Enrolled in 12 or More Units Categorized by Sex
N = 459

Chapter 8

BACKGROUND, WORK, FAMILY

In this portion of the questionnaire the student was asked to provide demographic and background information that was important in the analysis of the survey responses as a whole. Age, sex, and racial or ethnic identification were the primary demographic information provided by the survey participant in this section. Other important questions concerned English as the respondent's native language, whether the student worked on a job for pay while school was in session, the number of hours worked, and the extent to which work or family responsibilities interfered with the student's school work.

Age Distribution

Participants were asked to place themselves into one of the following six age categories: 18-19 or younger; 20-22; 23-27; 28-39; 40-55; and over 55. The age distribution of the sample as a whole was determined and placed in graphical form in Figure 31.

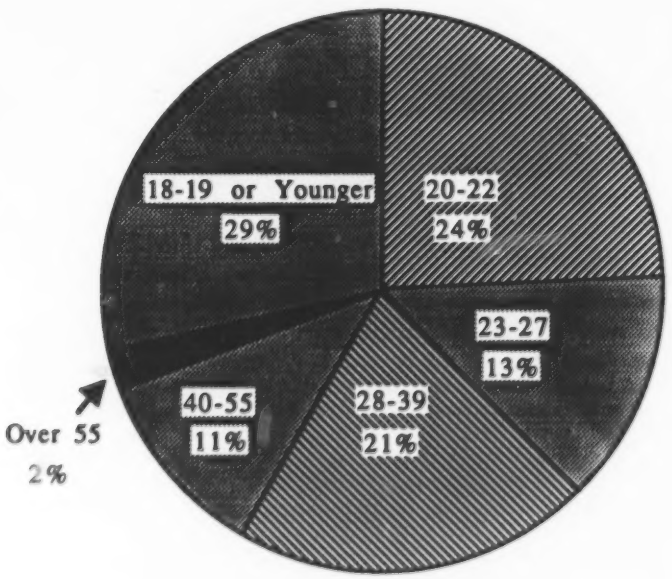

Figure 31

Age Distribution
N=983

It was of interest to compare the age distribution of those who were new to the institution at the time of the survey, those who were not new, and those who had taken more than 15 units at Saddleback College. This latter portion of the sample was

included because many of the analyses of other questionnaire elements previously described in this report were based on this group. The distribution of ages for each of these groups was calculated and placed in Figure 32.

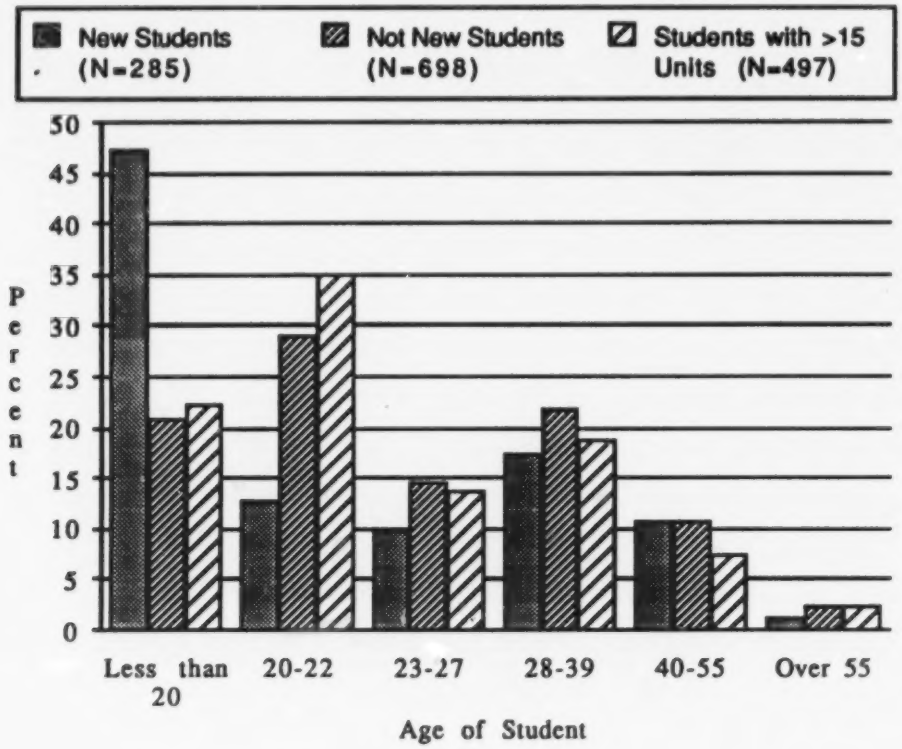

Figure 32

Age Distribution of New Students, Students Not New to Saddleback, and Students who had Taken More than 15 Units at Saddleback College

The group of new students was dominated by students in the youngest age group (19 and less). The dominate age category for the group of not new students was the 20 to 22 age band. After this group of not new students was further limited to those who had taken more than 15 units at Saddleback College, the 20 to 22 age category remained dominate and represented over a third of the sample. The youngest age group emerged as the second most frequent with twenty-two percent of the sample. Students in their late twenties or thirty-something represented the next largest group with eighteen percent of the sample, followed by those in their midtwenties with fourteen percent of the sample. The two smallest age groups were those of students in their forties and early fifties with seven percent of the sample and those students greater that 55 years of age who constituted two percent of the sample of students who had taken more that 15 units at the College.

The age characteristics of the CCSEQ sample were compared with those of the College as a whole. This comparison could not be made exactly because the age categories used in the questionnaire were different than those used in reports issued

by the Office of Research for the Saddleback Community College District. In Figure 33 was placed the enrollment at Saddleback College by age for the Fall, 1991 term as of first census. The total enrollment that term was 23,715 and age information was available for 23,586 of these students.

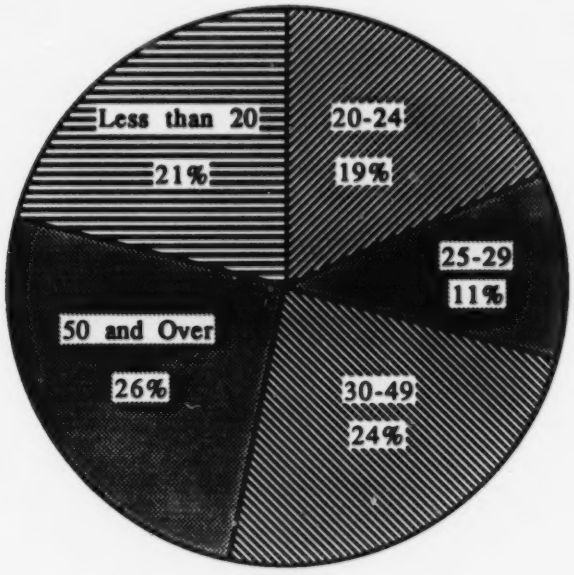

Figure 33

Saddleback College Fall, 1991
Enrollment by Age
N=23,586

The most striking feature of the comparison between the CCSEQ sample age characteristics and the population of Saddleback College as a whole was the dominance in the Saddleback College population of the older age groups, especially those over 50. One likely source of this difference was the fact that no courses from the Emeritus Institute were included in the CCSEQ sample (see Appendix I).

Sex Distribution

Survey participants were asked to place themselves into one of two sex categories: female or male. Females accounted for two-thirds of the entire sample of 983 respondents as well as those respondents who were new to the College at the time of the survey and those who were not new. Of the 497 respondents who had taken more than 15 units at the College, sixty-two percent were female. This latter figure was essentially the same for the College as a whole where 61.7 percent of the 23,580 registered students whose sex was known for the Fall, 1991 term were female.

The age distribution categorized by sex for the entire CCSEQ sample was calculated and placed in Figure 34.

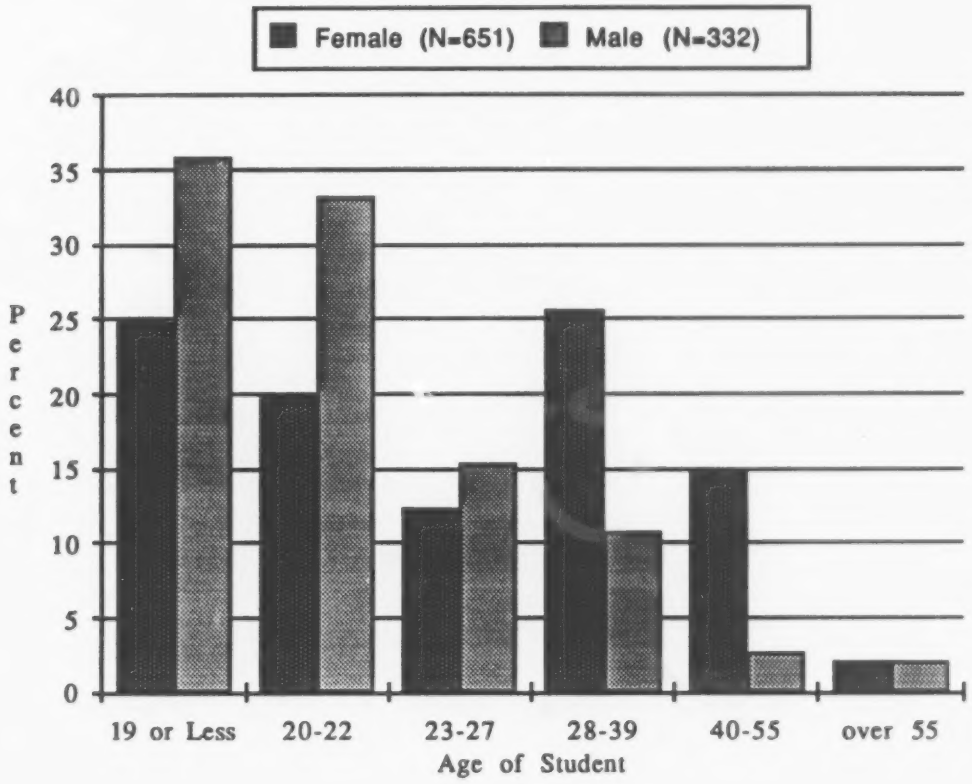

Figure 34

Distribution of Age of the CCSEQ Respondents Categorized by Sex

It was apparent that a higher proportion of males enrolled at the relatively young ages. In fact nearly seventy percent of all males were 22 years of age or less. The group of females in this age bracket accounted for only forty-five percent of the female population. Fully a quarter of the females were in their late twenties and thirties while only eleven percent of the males were in this same age group.

Racial or Ethnic Identification

What is your racial or ethnic identification?

The survey participants were asked to specify their racial or ethnic identification by selecting one of the following categories: American Indian; Asian or Pacific Islander; Black, African-American; Hispanic, Latino; White; or Other. Along with the "Other" response, the student was directed to write-in what that racial or ethnic identification was. No report of these write-in responses was returned to the College with the other questionnaire responses. The distribution of these racial or ethnic identifications was placed in Table 20. In all, eighteen respondents failed to indicate an ethnic classification. These were assumed to be White and were included in the counts shown in Table 20 with that identification. Because no data was

received concerning the "Other" response, a follow-up conversation was held with a group of students who had completed the questionnaire concerning this item. They suggested that possible "Other" responses were: Southeast Asian, Middle Eastern, Persian, Arabian. Because the Saddleback Community College District had not issued a demographic report that included a separation of the various ethnic minorities, it was not possible to check the categories observed in the CCSEQ sample. However the proportions of White students in each of the sample groups (as shown in Table 20) were fairly consistent with the College population data as a whole. For the entire College, with a population for Fall, 1991 of 23,586 students, 80.5 percent were White, 16.4 percent were non-White, and the remaining three percent gave no indication of their ethnicity.

Table 20

Distribution of Racial or Ethnic Identifications for Survey Respondents

Sample	American Indian	Asian or Pacific Islander	Black, African-American	Hispanic, Latino	White	Other
Entire Sample (N=983)	1%	7%	2%	8%	80%	2%
New Students (N=285)	1%	5%	2%	7%	83%	2%
Students Not New (N = 698)	1%	8%	1%	9%	79%	2%
Students who have taken more than 15 units (N=497)	1%	7%	1%	8%	79%	3%

Native Language

Is English your native language?

Survey participants were asked to indicate whether or not English was their native language. Four respondents from the entire sample of 983 had not completed this question and were presumed to be native English speakers for analysis purposes. The proportion of native English speakers in each of the sample groups was calculated and placed in Table 21. While each of the various categories had essentially the same proportion of native English speakers, approximately eighty-eight percent; the group of students who had taken more than 15 units at Saddleback College had, at ninety percent, the highest proportion of native English speakers.

Table 21

Distribution of Native English Speakers in Several Sample Subgroups

	Is English your native language?	
Sample	Yes	No
Entire Sample (N=983)	88%	12%
New Students (N=285)	87%	13%
Students Not New (N = 698)	89%	11%
Students who have taken more than 15 units (N=497)	90%	10%

Hours Worked for Pay while College was in Session

Students were asked to indicate the extent to which they worked at a job for pay while going to school.

During the time college is in session, about how many hours a week do you usually spend working on a job for pay?

The survey participants had the following response options for this question: none, I don't have a job; 1-10 hours; 11-20 hours; 21-30 hours; 31-40 hours; more than 40 hours. For the sample as a whole and several subgroups the proportion of responses that fell into each of these response categories was calculated and placed in Figure 35. Generally, at least seventy-five percent of each sample group worked for pay at least one hour each week. The group composed of not new students who had taken more than 15 units at Saddleback College had the highest proportion of working participants at eighty-three percent. For all groups, except that of the students new to the College at the time of the survey, approximately sixty percent of the sample worked for pay more than 20 hours weekly. Nearly forty-nine percent of the new students also worked for pay more than 20 hours weekly.

To allow a determination of any sex based difference in hours worked for pay while college was in session, the distribution of hours worked for each of the groups described in Figure 35 was categorized by the sex of the respondent. The resulting proportions were placed in Figures 36, 37, 38, and 39.

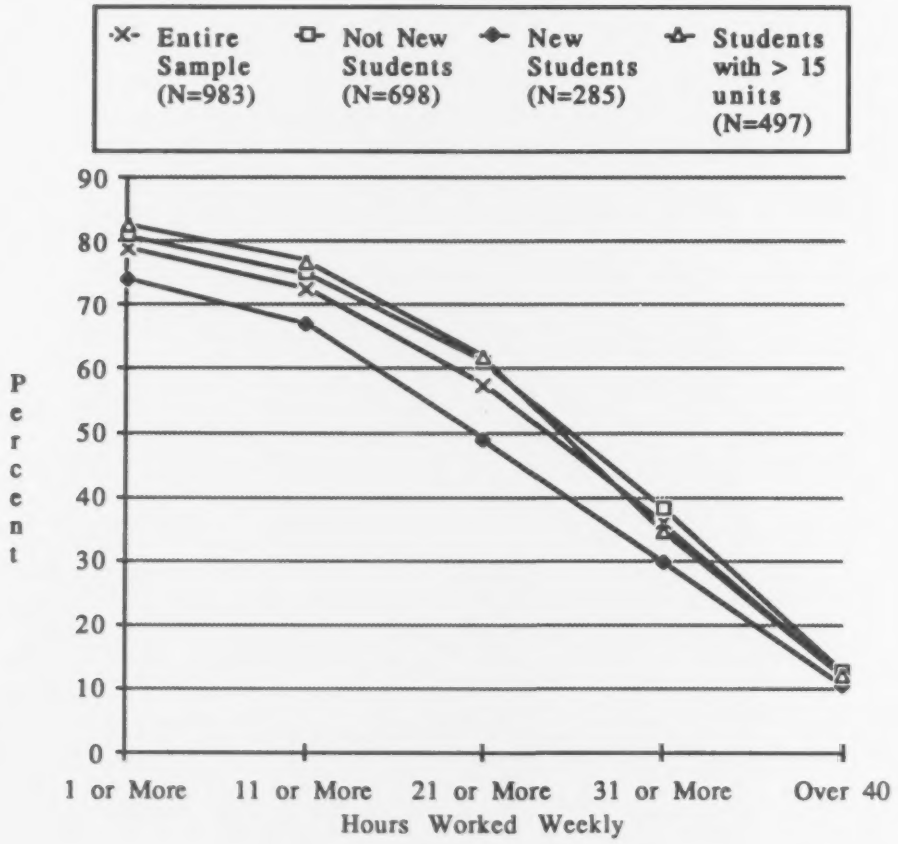

Figure 35

Hours Worked Weekly while Attending College displayed as a Percent of the Sample and shown for Several Sample Configurations

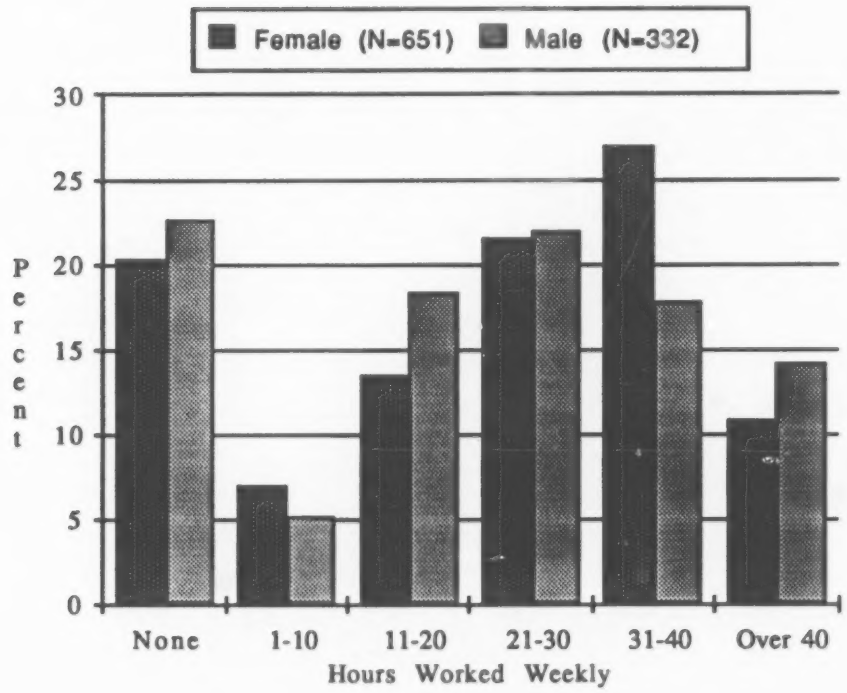

Figure 36

Hours Worked Weekly vs. Sex of Respondents for the Entire Sample

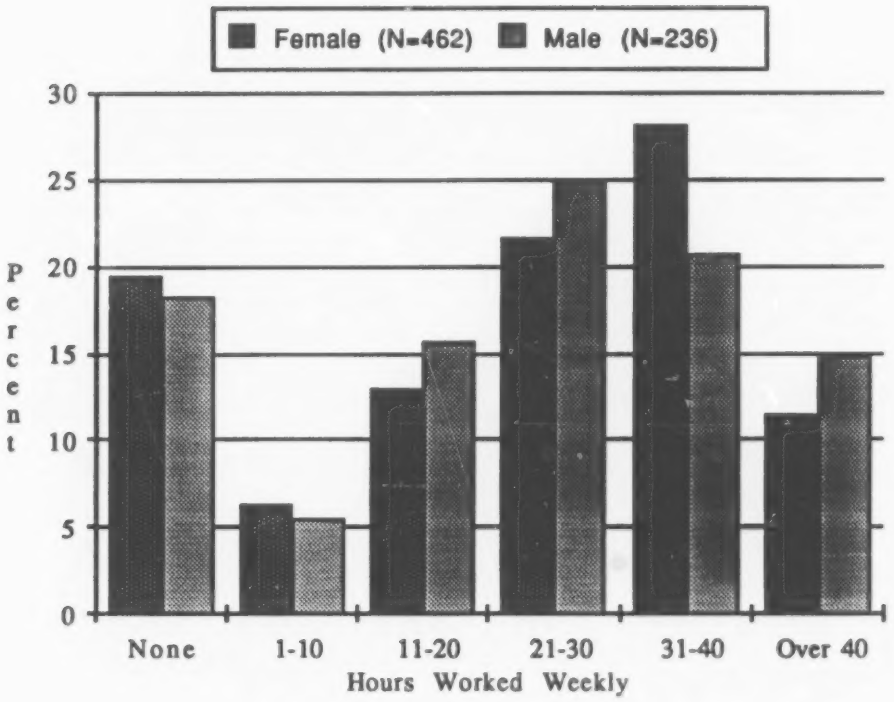

Figure 37

Hours Worked Weekly vs. Sex of Respondents for those Students Not New to Saddleback College

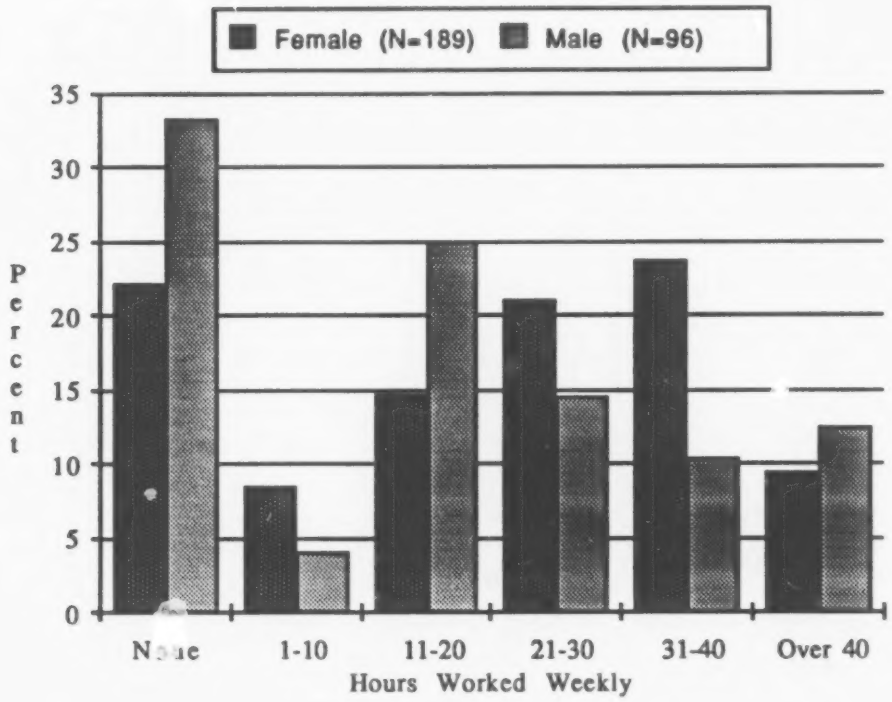

Figure 38

Hours Worked Weekly vs. Sex of Respondents for those Students New to Saddleback College

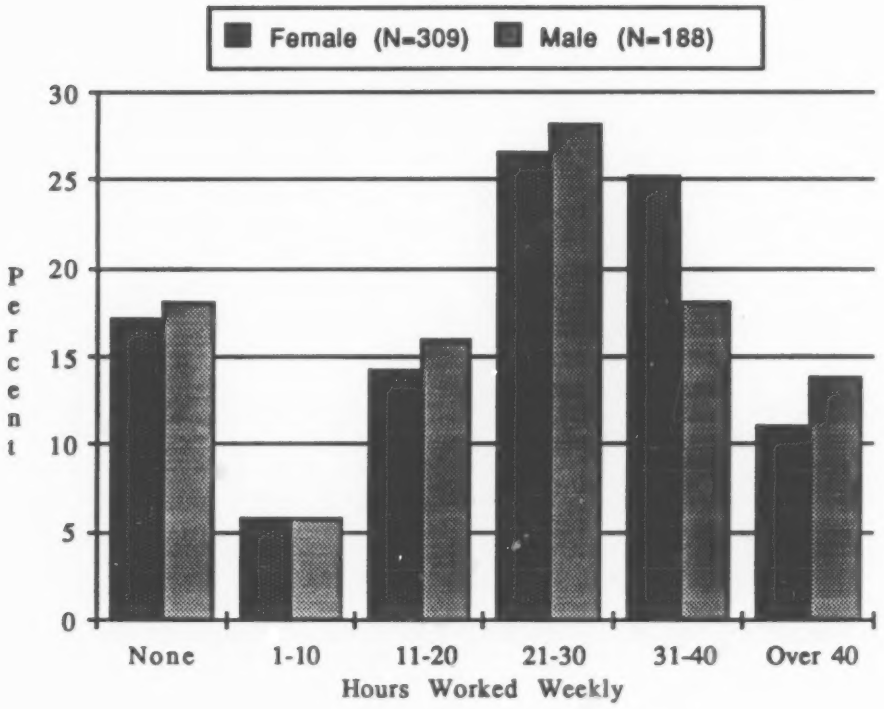

Figure 39

Hours Worked Weekly vs. Sex of Respondents for those Students who were Not New to the College and had Taken More than 15 Units

While there were slight variations between the two sex groups over the various categories of specific number of hours worked, none of these differences appeared significant. For all categories, the male respondents tended to have a higher proportion working for pay over 40 hours each week. For the students new to the College, a higher proportion of males did not have a job. Nearly fifty-five percent of the new females work over 20 hours each week, while less than thirty-eight percent of the new males were so employed.

Affect of Job on College Work

Students were asked to indicate the extent to which their job affected their college work.

If you have a job, how does it affect your college work?

The available response options were: I don't have a job, my job does not interfere with my school work, my job takes some time from my school work, my job takes a lot of time from my school work. Because the questionnaire was given in the second week of classes, it was felt that responses of new students were not reliable since

study habits for their college experience at Saddleback College had most probably not been established. The analysis of this questionnaire item was thus based on the responses of the those 407 students who were not new to the College, had taken more than 15 units at Saddleback, and who were employed while attending school. Their responses were likely based on past experience with that work load and unit load. As a group, fifty-four percent found that their job took some time from their school work. Thirty percent found that it took no time from their school work, and sixteen percent felt that it took a lot of time from their school work. The distribution of these responses was placed in Figure 40.

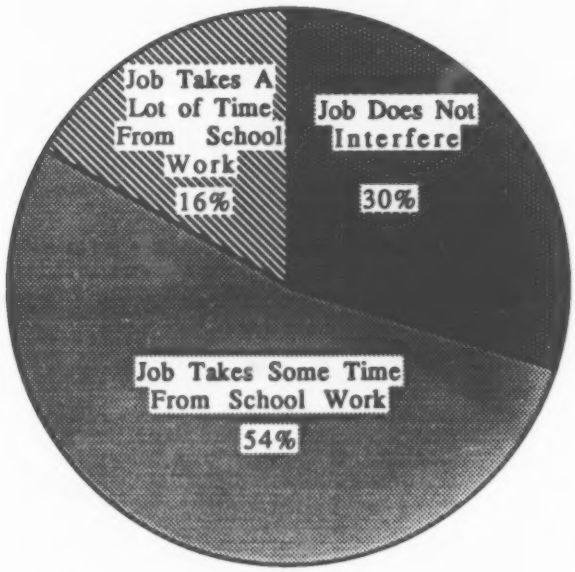

Figure 40

Student Perception of the Affect of Work on their School Work for Employed Students who had Taken More than 15 Units at Saddleback College N=407

Family Responsibilities

Students were asked to indicate the extent to which family responsibilities interfered with their school work.

If you have family responsibilities, how does this affect your college work?

The available response options were: I don't have family responsibilities, those responsibilities do not interfere with my school work, those responsibilities take some time from my school work, those responsibilities take a lot of time from my school work. Because the questionnaire was given in the second week of classes, it was felt that responses of new students were not reliable since study habits for their

college experience at Saddleback College had most probably not been established. The analysis of this questionnaire item was thus based on the responses of the those students who were not new to the College and had taken more than 15 units at Saddleback. Of the possible 497 students in this group, 494 responded to this questionnaire item. Nearly a quarter (twenty-three percent) of this group reported that they had no family responsibilities. Of those 379 students who had family responsibilities over half (fifty-one percent) felt that those responsibilities did not interfere with their school work. However, thirty-seven percent felt these responsibilities interfered some with their school work while twelve percent felt there was a lot of interference. The distribution of responses for those who had family responsibilities was converted to graphical form and placed in Figure 41.

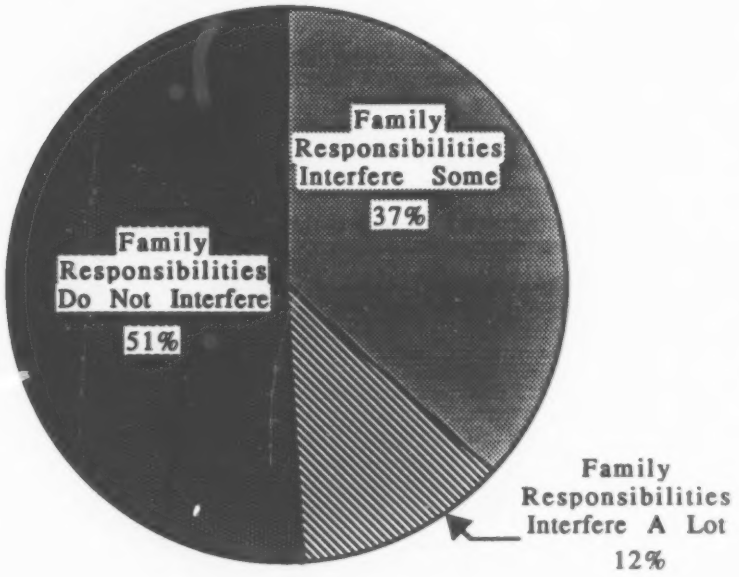
Family Responsibilities Interfere Some 37%
Family Responsibilities Do Not Interfere 51%
Family Responsibilities Interfere A Lot 12%

Figure 41

Student Perception of the Frequency of Interference of Family Responsibilities with their School Work for Students with Family Responsibilities who had Taken More than 15 Units at Saddleback College N=379

As an effort to expose relationships between the existence of family responsibilities and the age and sex of the respondent, the distribution of those in the entire sample who reported having family responsibilities was calculated and categorized by the sex and age of the respondent. This distribution was placed in Figure 42.

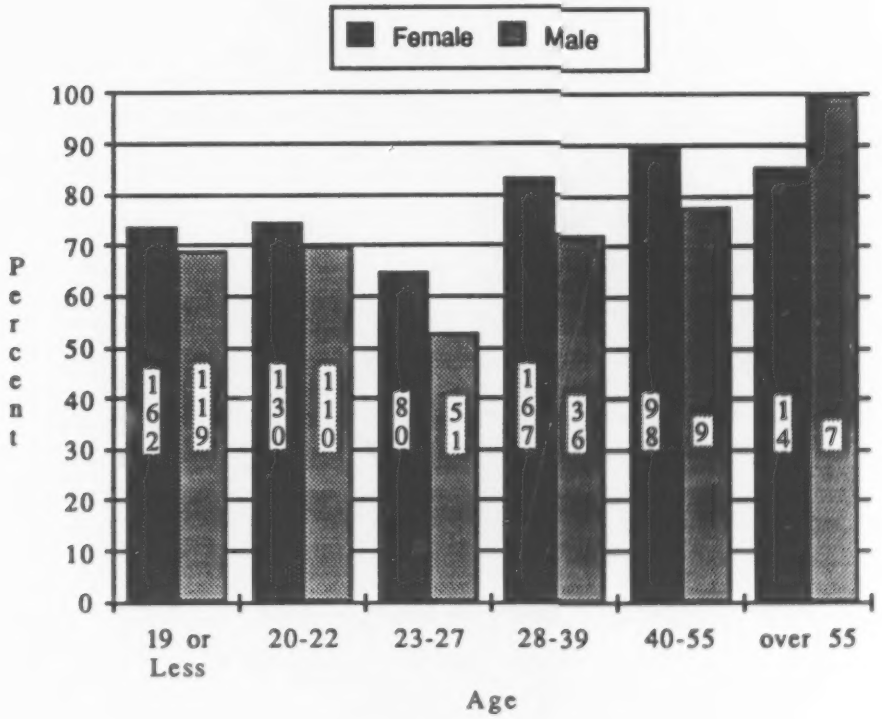

Figure 42

Distribution of Respondents with Family Responsibilities Categorized by Age and Sex (N for each category was shown on the column in the Figure)

While the existence of family responsibilities was increasing likely as the age of the respondent increased, the proportion of students with this responsibility took a slight and temporary dip for the 23 to 27 year age group. A higher proportion of female students at each age group had family responsibilities than did male students except in the small above 55 years of age category where all 7 men claimed such a responsibility. Except for males in the 23 to 27 year age group, two-thirds of each age group, whether male or female, had family responsibilities. Over all age groups, seventy-eight percent of the 651 female respondents reported the existence of family responsibilities while sixty-eight percent of the 332 male respondents reported similar responsibilities.

A majority of the respondents in the entire sample (N=983) reported having both family responsibilities and work responsibilities. Specifically 579 (fifty-nine percent) reported having both such responsibilities. While sixty-one percent of the 651 females in the sample reported having both such responsibilities, fifty-four percent of the 332 males in the sample similarly had both responsibilities. The distribution of respondents who reportedly had both work and family responsibilities was categorized by both age and sex and placed in Figure 43.

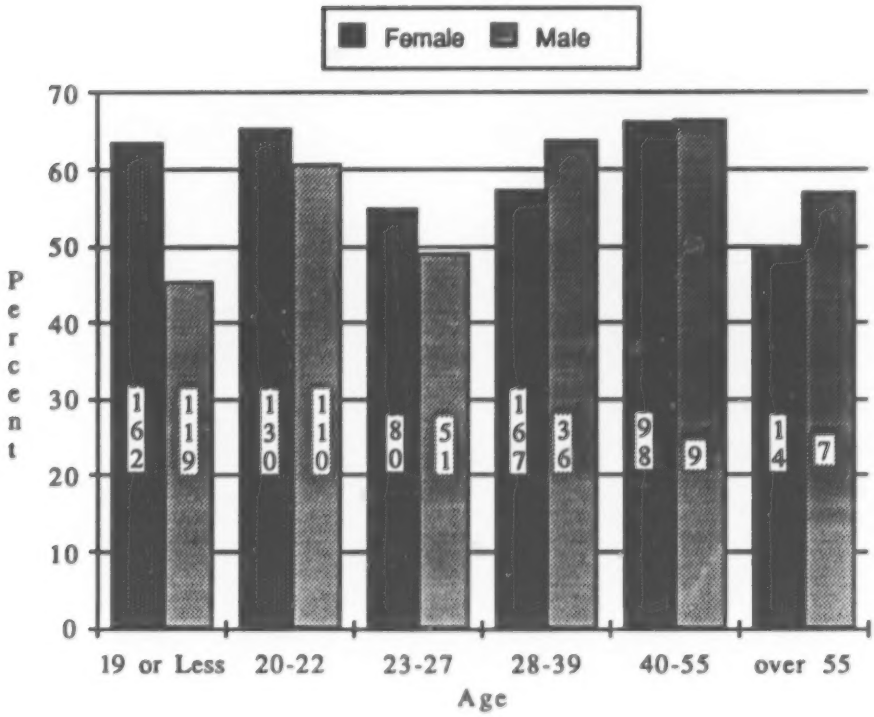

Figure 43

Distribution of Respondents with Both Family and Work Responsibilities Categorized by Age and Sex (N for each category was shown on the column in the Figure)

Chapter 9

SUGGESTIONS FOR IMPROVEMENT OF THE COMMUNITY COLLEGE STUDENT EXPERIENCES QUESTIONNAIRE

During the analysis of the responses to the College Student Experiences Questionnaire at Saddleback College there were a few instances were it was likely that the survey participant did not understand the content of the question. There were also instances where the question itself was not appropriate for the purpose of the survey. A discussion of these items was placed in this chapter and grouped by the section of the questionnaire from which the question came.

College Environment

How many of the college counselors, advisors, and department secretaries you have had contact with would you describe as helpful, considerate, knowledgeable?

This question did not seem appropriate for a community college student. It appeared to reflect the university origin of this questionnaire where significant academic units were divided into departments (e.g. English, History, Mathematics, Electrical Engineering, etc.) and where students usually interfaced with a department secretary to gain access to the department chair or the department faculty. At the university the student was often assigned as an advisee to a faculty member with whom she may have had no other contact. There may have also been a counselor who worked directly with students in large disciplines such as Business. This description did not reflect the academic organization at Saddleback College where the significant academic units were composite Divisions (such as, "Mathematic, Science, and Engineering" or "Fine Arts"), where the faculty were most often directly accessible to the students, and where there were no advisor/advisee relationships. Counselors stood apart in a separate division and supported all disciplines, all student academic goals, and all student career objectives. The students interfaced with a wide variety of staff in the Student Services component of the College rather than with a single department secretary.

It is recommended that this question be deleted or at least rewritten to reflect the realities of community college organization. As it stands there was little confidence in the validity of the responses to this questionnaire item, because it was not clear upon which particular aspect of the question (e.g. counselors, various classified staff, the lack of faculty advisors) the student focused his response.

College Activities

Faculty:

Discussed comments an instructor made on a test or paper you wrote.

This was the only statement in the faculty section that did not include specific reference to conducting the activity with an instructor. The question did not make

clear with whom the student was to have had this discussion. It was therefore not known whether or not a student would respond positively to this statement if she had discussed an instructor's comments with another student rather than the instructor. It was therefore not possible to infer the existence of a discussion between a student and an instructor from the response to this question. Insertion of the the phrase "with the instructor" would increase the validity of the question.

Athletic Activities:

Attended an athletic event on the campus.

The number of students in the Saddleback College survey who responded "Often" or "Very Often" to this item was just over eleven percent of the sample and had a count of 55. It was possible that a portion of this group was actually participating in the athletic event and this participation was the key to understanding the reason for their frequency of attendance. This item would be more useful if it could distinguish between mere attendance and actual participation.

College Courses

Are you working for a diploma or certificate?

This question was possibly very misleading for students at Saddleback College because the word "diploma" was generally used to refer to an Associates degree. Although this question sought information about the respondent's interest in certification in a vocational program, it was likely to pull a significant number of positive responses from students who actually sought an Associates degree and who thought of a diploma as the "certificate" one was presented in acknowledgement of the completion of the degree program. Removal of the word "diploma" would likely improve the validity of this question at Saddleback College.

If you are enrolled in a vocational program which of the following categories best describes your occupational/technical program? (MARK ONE):

This question appeared to confuse some students. They had already been asked if they were currently enrolled in an occupational/vocational program and then later asked to categorize their occupational/technical program. Nearly five percent of the sample evidently felt that though they were in a vocational program it was not also a technical program and responded to the above question with the indication that they were not in such a program. There was no apparent reason for the change in description from "vocational" to "technical." It is recommended that the word "technical" not be used in the overall description of these programs.

College Program

Up to now, what have most of your grades been at this college?

A A-,B+ B B-,C+ C,C-
lower than C- No grades. This is my first term.

Although Saddleback College did not award grades with a + or - attached, forty-three percent of the respondents selected the second and fourth response categories. Both of these categories required the +/- designation. It seemed reasonable to conjecture that the respondents had not indicated the grade they had received most often nor had they speculated on the relative strength (+ or -) of their grades. Rather, it seemed more likely that the students were responding with what they perceived to be their <u>average</u> grade. For example, if a student had received six A grades and seven C grades, the technically correct answer to the question above was C,C-; but it was very likely that the student would instead respond with the average grade: B. Whether or not this conjecture was valid is not really of concern in the use of this questionnaire. This question should be reworded so that there is no uncertainty about how the student is expected to responded (grade counts or grade average).

About how many hours a week do you usually spend on the college campus, <u>not counting time attending classes</u>?
none 1 to 3 hours 4 to 6 hours 7 to 9 hours
10 to 12 hours more than 12 hours

There was uncertainty about how a student was expected to respond if they felt their extra hours on campus fell in between the listed categories. Was someone who felt they spent an extra 6.5 hours on campus expected to answer 6 hours because they were not on campus long enough to reach the next category or was the student expected to round the time off to 7 hours and check that box. This uncertainty reduced the validity of this question. The options should be given in a form that does not have these one hour gaps between categories.

<u>Background, Work, Family</u>

Age
18 - 19 or younger 20-22 23-27 28-39
40-55 Over 55

These age categories appeared to be directed at the traditional university categories of lower division, upper division, graduate school plus some extra categories thrown in to catch the rest of the college population. The information provided by this question would be much more useful, for analysis purposes, if more categories were included. Further, it would be helpful if the various class widths were somewhat equal. An example of possible age categories is the following: <20, 20-24,25-29,30-34,35-39,40-44,45-49,50-54,55-59,60-64,65 and over.

What is your racial or ethnic identification?
American Indian Asian or Pacific Islander Black, African-American Hispanic, Latino White
Other: What?_____

No report on these write-in responses was returned to the College with the other questionnaire responses. This data should be part of the information returned to the College for analysis rather than kept by the test publisher.

APPENDIX I

THE SAMPLE OF THE POPULATION OF SADDLEBACK COLLEGE STUDENTS SELECTED FOR THE CCSEQ SURVEY

Sample Selection and Survey Procedure

A sample of convenience was chosen for this survey generally from those students enrolled in courses on the Saddleback College campus that regularly met Tuesday and Thursdays from 9:00 to 10:30 am or on Tuesday or Thursday evening from 7:00 to 10:00 p.m. On occasion classes meeting other nights and in the afternoons or on other days were also selected. The instructors of those classes selected were sent a packet of questionnaires sufficient to meet the official class enrollment at that time and a cover letter explaining the mechanics of the questionnaire and the importance of the survey effort. These questionnaires were then given to the students by their instructor during the second week of classes of the Fall, 1991 term (generally, September 3 or September 5, 1991) and allowed class time to complete them. The instructor collected the questionnaires and returned them to the survey coordinator who boxed them up and shipped them on September 6, 1991 for processing to the Center for the Study of Evaluation(the Center).

A total of 1250 questionnaires were sent out to 36 different instructors. Completed surveys were returned by 31 of these instructors. In all 66 questionnaires were returned unused due to absences of students on the day the survey took place. The number of questionnaires lost to the instructors who did not have their students participate in the survey was 133. Consequently, 1051 questionnaires were mailed to the Center for processing. Of this group the Center could process 1033. The results of these questionnaires were placed on a computer disk in a format appropriate for analysis using SPSS (Statistical Package for the Social Sciences--a statistical data analysis computer application) on a Macintosh computer and returned to Saddleback College.

The 36 classes selected for this study were grouped by administrative division at Saddleback College and displayed in Table I-1. A "Yes" in the left margin of the table was used to indicate that questionnaires were returned from that class. Consequently a "No" in the left margin was used to indicate that questionnaires were not received from this class.

Sample Filtering Process

Although the responses from 1033 questionnaires were returned to Saddleback College for analysis, several of these questionnaires had incomplete responses in the "background, work, family" section of the survey instrument. Because a meaningful analysis of the questionnaire results often required some background information on the respondent (i.e. age, sex, number of hours employed for pay while in school, number of units taken by the student at Saddleback College, etc.), it was decided to remove from the sample fifty questionnaires in which responses were not provided to certain key questionnaire elements. Specifically, fourteen respondents did not indicate their age range and were eliminated. An additional six were retired because their sex was unknown. One other did not indicated how many hours, if any, were worked while college was in session. Of those still in the sample, five did not list how many units they were taking this term and thirteen others did not indicate the number of units they had taken at Saddleback College. Of the 994 responses still in the sample at this point of the filtering process, eleven did not give an estimate of

Table I-1

Courses Selected for the CCSEQ Sample Separated into Administrative Divisions at Saddleback College

Returned?	Course Title	Course Number
Business Science		
Yes	Introduction to Legal Research	Legal Studies 226
No	Management Skills for Women	Business 159
Yes	Microcomputer Applications: Word Processing	Computer Information Management 214A
Yes	Real Estate Principles	Real Estate 170
Counseling Services and Special Programs		
Yes	Career and Vocational Exploration	Applied Psychology 160
Yes	Career and Vocational Exploration	Applied Psychology 160
Yes	Educational and Vocational Planning	Applied Psychology 140
Yes	Educational and Vocational Planning	Applied Psychology 140
Yes	Educational and Vocational Planning	Applied Psychology 140
Fine Arts and Communications		
Yes	Radio Station Operations	Communications Arts 113
Yes	Survey of Art History: Ancient Worlds to Gothic	Art 25
Health Sciences and Human Services		
Yes	Nursing (exact title could not be determined)	Number is not known
Yes	Nursing (exact title could not be determined)	Number is not known
Yes	Nursing (exact title could not be determined)	Number is not known
No	Nursing (exact title could not be determined)	Number is not known
Learning Resources (Course via Media)		
	None	
Liberal Arts		
Yes	Advanced Grammar Review II	English as a Second Language 295
Yes	Introduction to Elementary French	French 1A
Yes	Introduction to Literature	English 25
Yes	Newspaper Publication	Journalism 120
No	Principles of Composition I	English 1A
No	Reading Skills for College	English 220
Yes	Speed Reading and Comprehension Training	English 180

Table I-1 (continued)

Courses Selected for the CCSEQ Sample Separated into Administrative Divisions at Saddleback College

Returned?	Course Title	Course Number
Mathematics, Science, and Engineering		
No	Introduction to Oceanography	Marine Science 20
Yes	Introduction to Statistics	Mathematics 10
Yes	Pre-Algebra Mathematics	Mathematics 351
Physical Education and Athletics		
Yes	Health Education	Health 1
Yes	Yoga	Physical Education 28
Social and Behavioral Sciences		
Yes	Developmental Psychology--Childhood and Adolescence	Psychology 7
Yes	Identity Female	Women's Studies 100
Yes	Introduction of Sociology	Sociology 1
Yes	Introduction to Women's Studies	Women's Studies 10
Yes	Micro Economic Principles	Economics 1
Yes	Women and Careers	Women's Studies 120
Yes	Women in United States History	History 21
Technology and Applied Science		
Yes	History of Furnishings I	Interior Design 140
Yes	Fundamentals of Nutrition	Foods and Nutrition 50
Continuing Education (Emeritus Institute, Community Education)		
	None	

their grades at Saddleback College. These students were also removed because only by reference to the response to this questionnaire item was it possible to identify students new to Saddleback College. This was considered very important because the survey was given during the second week of school and new students would have had a very limited exposure to the College. While the responses of new students were of interest and very important, not separating them from the continuing student group would not make possible an accurate appraisal of student experiences at the College. In all, fifty questionnaires were pulled from those processed by the Center and the analysis in this report was based on a sample of size 983.

Concerns with the Sample

Because the classes selected for the sample met on different days and at different times it was possible that a student was selected for the sample more than

once and that multiple questionnaires could have been submitted by the same student.

A random selection process (i.e. one in which every College class in the population had the same chance of being selected) does not appear to have been used to choose the classes for the sample. Rather, the selection appeared to have been based on convenience and the need to complete the survey in a very short amount of time. This selection process, however, created some bias in the sample and therefore limited the validity of the analysis based on the questionnaire responses. These limitations were noted in the body of the report where appropriate. Some of these biases are pointed out here as a means of promoting a careful sample selection in future applications of the CCSEQ survey.

The set of courses on which the survey was based were listed in Table I-1 and appeared to have invited the possibility of a sex bias. Many of the courses selected traditionally had enrollments with a high proportion of females: Nursing, Interior Design, Foods and Nutrition, Women's Studies, Legal Assisting, Management Skills for Women. In fact, of the eight courses identified with the Women's Studies Program on page 95 of the Fall, 1991 Schedule of Classes, five had a class section receive a questionnaire packet.

Five career and educational planning courses were included in the sample. In no other division were two sections of the same class included. It was possible that this concentration of counseling classes distorted the overall frequency of student responses concerned with their contact with a counselor. It was not known if their responses to questionnaire items concerning their contact with a counselor were based on experiences in these classes or as members of the general student population.

Relatively few course of a general education nature were included in the sample: Art 25, English 25, French 1A, Marine Science 20, Mathematics 10, Economics 1, Sociology 1, Psychology 7, English 1A, English 220, English 180. Of this small group, responses were not received from Marine Science 20, English 1A, and English 220. Further the vocational programs represented in the sample tended to invite a sex bias, as noted above, and possibly was the determining factor in the particular vocational programs in which students indicated participation as noted earlier in the report.

Because of the size and expense of the CCSEQ, everything possible should be done to insure that the results are based on the responses from a group of students representative of the College population. While requiring careful planning and execution, random samples serve this need and greatly enhance the validity and, therefore, usefulness of the survey effort.

APPENDIX II

ESTIMATE OF GAINS

Survey participants were asked to described the extent to which they had gained or made progress in a multitude of areas in their experience at Saddleback College. The levels of gain or progress from which the students chose were the following: "Very Little", "Some", "Quite a Bit", and "Very Much." To insure that the students on whose responses the analysis was based had sufficient time on campus to have had a possibility of the experiences described in the questions, it was felt appropriated to limit the sample to those who were not new and had taken more than 15 units at Saddleback College. The areas of experience about which information was sought were listed in Table II-1 along with the distribution of responses. No one responded "Very Little" to all of these items. Six responded "Quite a Bit" to all and 2 gave "Very Much" as the response to all items.

The sum of the percent who responded "Quite a Bit" and "Very Much" was calculated for each of the student responses in this section of the questionnaire. The various areas of estimated gains were then placed in Table II-2 in decreasing order of this sum.

Table II-1

Estimate of Gains by Student while at Saddleback College Listed in the Order the Items Appeared in the Questionnaire

I have gained or made progress in:	Very Little	Some	Quite a Bit	Very Much	Total
Acquiring knowledge and skills applicable to a specific job or type of work.	98	175	133	82	488
Percent of Total Responses	20.08	35.86	27.25	16.8	
Gaining information about career opportunities.	106	190	129	62	487
Percent of Total Responses	21.77	39.01	26.49	12.73	
Developing clearer career goals.	93	153	134	108	488
Percent of Total Responses	19.06	31.35	27.46	22.13	
Becoming acquainted with different fields of knowledge.	40	180	168	98	486
Percent of Total Responses	8.23	37.04	34.57	20.16	
Developing an understanding and enjoyment of art, music, and theater.	165	165	94	62	486
Percent of Total Responses	33095	33.95	19.34	12.76	
Developing an understanding and enjoyment of literature (novels, stories, essays, poetry, etc.).	146	173	112	55	486
Percent of Total Responses	30.34	35.6	23.05	11.32	
Writing clearly and effectively.	74	169	164	79	486
Percent of Total Responses	15.23	34.77	33.74	16.26	
Presenting ideas and information effectively in speaking to others.	93	180	137	73	483
Percent of Total Responses	19.25	37.27	28.36	15.11	
Acquiring the ability to use computers.	233	115	86	50	484
Percent of Total Responses	48.14	23.76	17.77	10.33	
Becoming aware of different philosophies, cultures, and ways of life.	82	192	140	72	486
Percent of Total Responses	16.87	39.51	28.81	14.81	
Becoming clearer about my own values and ethical standards.	68	148	182	84	482
Percent of Total Responses	14.11	30.71	37.76	17.43	
Understanding myself - my abilities and interests.	44	125	190	125	484
Percent of Total Responses	9.06	25.83	39.26	25.83	
Understanding mathematical concepts such as probabilities, proportions, etc.	176	159	109	41	485
Percent of Total Responses	36.29	32.78	22.47	8.454	

Table II-1 (continued)

Estimate of Gains by Student while at Saddleback College Listed in the Order the Items Appeared in the Questionnaire

I have gained or made progress in:	Very Little	Some	Quite a Bit	Very Much	Total
Understanding the role of science and technology in society.	148	176	105	54	483
Percent of Total Responses	30.64	36.44	21.74	11.18	
Putting ideas together to see relationships, similarities, and differences between ideas.	70	181	160	73	484
Percent of Total Responses	14.46	37.4	33.06	15.08	
Developing the ability to learn on my own, pursue ideas, and find information I need.	50	155	151	126	482
Percent of Total Responses	10.37	32.16	31.33	26.14	
Developing the ability to speak and understand another language.	296	93	55	40	484
Percent of Total Responses	61.16	19.21	11.36	8.264	
Interpreting information in graphs and charts I see in newspapers, textbooks, and on TV.	161	178	98	48	485
Percent of Total Responses	33.2	36.7	20.21	9.90	
Developing an interest in political and economic events.	148	162	109	64	483
Percent of Total Responses	30.64	33.54	22.57	13.25	
Seeing the importance of history for understanding the present as well as the past.	89	164	131	98	482
Percent of Total Responses	18.46	34.02	27.18	20.33	
Learning more about other parts of the world and other people (Asia, Africa, South America, etc.).	158	160	117	51	486
Percent of Total Responses	32.51	32.92	24.07	10.49	
Understanding other people and the ability to get along with different kinds of people.	65	159	162	100	486
Percent of Total Responses	13.37	32.72	33.33	20.58	
Developing good health habits and physical fitness.	126	153	128	80	487
Percent of Total Responses	25.87	31.42	26.28	16.43	

Table II-2

Estimate of Gains by Students while at Saddleback College Listed in the Order of the Percent of the Responses that were "Quite a Bit" or "Very Much"

I have gained or made progress in:	Very Little	Some	Quite a Bit	Very Much	Total	% "Quite a Bit" or "Very Much"
Understanding myself - my abilities and interests.	44	125	190	125	484	65.09%
Percent of Total Responses	9.06	25.83	39.26	25.83		
Developing the ability to learn on my own, pursue ideas, and find information I need.	50	155	151	126	482	57.47%
Percent of Total Responses	10.37	32.16	31.33	26.14		
Becoming clearer about my own values and ethical standards.	68	148	182	84	482	55.19%
Percent of Total Responses	14.11	30.71	37.76	17.43		
Becoming acquainted with different fields of knowledge.	40	180	168	98	486	54.73%
Percent of Total Responses	8.23	37.04	34.57	20.16		
Understanding other people and the ability to get along with different kinds of people.	65	159	162	100	486	53.91%
Percent of Total Responses	13.37	32.72	33.33	20.58		
Writing clearly and effectively.	74	169	164	79	486	50.00%
Percent of Total Responses	15.23	34.77	33.74	16.26		
Developing clearer career goals.	93	153	134	108	488	49.59%
Percent of Total Responses	19.06	31.35	27.46	22.13		
Putting ideas together to see relationships, similarities, and differences between ideas.	70	181	160	73	484	48.14%
Percent of Total Responses	14.46	37.4	33.06	15.08		
Seeing the importance of history for understanding the present as well as the past.	89	164	131	98	482	47.51%
Percent of Total Responses	18.46	34.02	27.18	20.33		
Acquiring knowledge and skills applicable to a specific job or type of work.	98	175	133	82	488	44.05%
Percent of Total Responses	20.08	35.86	27.25	16.8		

Table II-2 (continued)

Estimate of Gains by Students while at Saddleback College Listed in the Order the Percent of the Responses that were "Quite a Bit" or "Very Much"

I have gained or made progress in:	Very Little	Some	Quite a Bit	Very Much	Total	% "Quite a Bit" or "Very Much"
Becoming aware of different philosophies, cultures, and ways of life.	82	192	140	72	486	43.62%
Percent of Total Responses	16.87	39.51	28.81	14.81		
Presenting ideas and information effectively in speaking to others.	93	180	137	73	483	43.47%
Percent of Total Responses	19.25	37.27	28.36	15.11		
Developing good health habits and physical fitness.	126	153	128	80	487	42.71%
Percent of Total Responses	25.87	31.42	26.28	16.43		
Gaining information about career opportunities.	106	190	129	62	487	39.22%
Percent of Total Responses	21.77	39.01	26.49	12.73		
Developing an interest in political and economic events.	148	162	109	64	483	35.82%
Percent of Total Responses	30.64	33.54	22.57	13.25		
Learning more about other parts of the world and other people (Asia, Africa, South America, etc.).	158	160	117	51	486	34.56%
Percent of Total Responses	32.51	32.92	24.07	10.49		
Developing an understanding and enjoyment of literature (novels, stories, essays, poetry, etc.).	146	173	112	55	486	34.37%
Percent of Total Responses	30.34	35.6	23.05	11.32		
Understanding the role of science and technology in society.	148	176	105	54	483	32.92%
Percent of Total Responses	30.64	36.44	21.74	11.18		
Developing an understanding and enjoyment of art, music, and theater.	165	165	94	62	486	32.10%
Percent of Total Responses	33095	33.95	19.34	12.76		

Table II-2 (continued)

Estimate of Gains by Students while at Saddleback College Listed in the Order the Percent of the Responses that were "Quite a Bit" or "Very Much"

I have gained or made progress in:	Very Little	Some	Quite a Bit	Very Much	Total	% "Quite a Bit" or "Very Much"
Understanding mathematical concepts such as probabilities, proportions, etc.	176	159	109	41	485	30.92%
Percent of Total Responses	36.29	32.78	22.47	8.454		
Interpreting information in graphs and charts I see in newspapers, textbooks, and on TV.	161	178	98	48	485	30.11%
Percent of Total Responses	33.2	36.7	20.21	9.90		
Acquiring the ability to use computers.	233	115	86	50	484	28.10%
Percent of Total Responses	48.14	23.76	17.77	10.33		
Developing the ability to speak and understand another language.	296	93	55	40	484	19.62%
Percent of Total Responses	61.16	19.21	11.36	8.26		

APPENDIX III

COLLEGE ACTIVITIES

In this portion of the questionnaire the student was asked to describe the extent of their participation in various college activities during the current school year. Specifically the directions for this portion of the questionnaire were the following: "In your experience at this college DURING THE CURRENT SCHOOL YEAR, about how often have you done each of the following? Indicate your responses by filling in one of the circles to the right of each activity." The responses (i.e. "circles" from which the student could choose were: "Never", "Occasionally", "Often", and "Very Often." Because the survey was given the second week of the 1991-1992 school year it was likely that students based their responses on their participation generally over their career at Saddleback. So that there was some time for the student to have had these experiences, it was felt advisable to base the analysis on the responses of students who were not new to the College and had taken over 15 units at Saddleback College. There were 497 respondents in the sample who met these requirements. Not all of them responded to all of the questionnaire items in this College Activities section.

Course Activities

Survey respondents were asked a battery of ten questions related to the activities in which they engaged for and directly related to their courses. Of the 497 possible respondents, 494 completed at least one of the elements in this section. The course activities about which information was sought were listed in Table III-1 in the order they appeared in the questionnaire. Placed also in this table was the complete set of responses to these items.

No one responded "Never" to all of the course activity items, though 4 responded "Occasionally" to all, 3 responded "Often" to all ten, and 1 person responded "Very Often" to all items. In all 55 individuals gave responses of "Never" or "Occasionally" to all the items, while 22 gave responses of "Often" or "Very Often" to all the items.

Library Activities

Survey respondents were asked a battery of seven questions related to the activities in which they engage for and directly related to use of the College Library. Of the 497 possible respondents, 494 completed at least one of the elements in this section. The library activities about which information was sought were listed in Table III-2 in the order they appeared in the questionnaire. Placed also in this table was the complete set of responses to these items.

Fifty-nine responded "Never" to all of the library activity items, and one responded "Very Often" to all items. In all 214 individuals gave responses of "Never" or "Occasionally" to all the items, while 9 gave responses of "Often" or "Very Often" to all the items.

Table III-1

Frequency with which the Student had Participated in Specific Course Related Activities

	Never	Occasionally	Often	Very Often	Total Responses
Participated in class discussions.	31	243	147	72	493
Percent of total responses	6.29	49.29	29.82	14.60	
Worked on a paper or project which combined ideas from different sources of information.	80	152	174	83	489
Percent of total responses	16.36	31.08	35.58	16.97	
Summarized major points and information from readings or notes.	34	139	222	95	490
Percent of total responses	6.94	28.37	45.31	19.39	
Tried to explain the material to another student.	48	251	144	47	490
Percent of total responses	9.80	51.22	29.39	9.59	
Did additional readings on topics that were introduced and discussed in class.	124	252	88	28	492
Percent of total responses	25.2	51.22	17.89	5.69	
Asked questions about points made in class discussions or readings.	54	239	154	45	492
Percent of total responses	10.94	48.58	31.3	9.15	
Studied course materials with other students.	113	215	115	48	491
Percent of total responses	23.01	43.79	23.42	9.78	
Applied principles and concepts learned in class to understand other problems or situations.	47	191	179	74	491
Percent of total responses	9.57	38.9	36.46	15.07	
Compared and contrasted different points of view presented in a course.	63	198	175	55	491
Percent of total responses	12.83	40.33	35.64	11.20	
Considered the accuracy and credibility of information from different sources.	67	215	152	54	488
Percent of total responses	13.73	44.06	31.15	11.06	

Table III-2

Frequency with which the Student had Participated in Specific Library Activities

	Never	Occasionally	Often	Very Often	Total Responses
Used the library as a quiet place to read or study material you brought with you.	149	213	88	41	491
Percent of total responses	30.35	43.38	17.92	8.35	
Read newspapers, magazines, or journals located in the library.	236	182	54	20	492
Percent of total responses	47.97	36.91	10.98	4.065	
Checked out books to read at home.	213	189	64	26	492
Percent of total responses	43.29	38.41	13.01	5.29	
Used the card catalogue or computer to find materials the library had on a topic.	127	197	120	46	490
Percent of total responses	25.92	40.2	24.49	9.39	
Prepared a bibliography or set of references for a term paper or report.	164	187	99	43	493
Percent of total responses	33.27	39.93	20.08	8.77	
Asked the librarian for help in finding materials on some topic.	155	215	98	25	493
Percent of total responses	31.44	43.61	19.88	5.071	
Found some interesting material to read just by browsing in the stacks.	230	180	62	19	491
Percent of total responses	46.84	36.66	12.63	3.87	

Faculty

Survey respondents were asked a battery of eight questions related to their dealings with faculty members. Of the 497 possible respondents, 491 completed at least one of the elements in this section. The dealings with faculty about which information was sought were listed in Table III-3 in the order they appeared in the questionnaire. Placed also in this table was the complete set of responses to these items.

Table III-3
Frequency with which the Student had a Particular Dealing with a Faculty Member

	Never	Occasionally	Often	Very Often	Total Responses
Asked an instructor for information about grades, make-up work, assignments, etc.	50	263	128	49	490
Percent of total responses	10.2	53.67	26.12	10.0	
Talked briefly with an instructor after class about course content.	100.	257	97	32	486
Percent of total responses	20.58	52.88	19.96	6.58	
Made an appointment to meet with an instructor in his/her office.	242	207	32	6	487
Percent of total responses	49.69	42,51	6.57	1.23	
Discussed ideas for a term paper or other class project with an instructor.	159	235	83	11	488
Percent of total responses	32.58	48.16	17.01	2.254	
Discussed your career and /or educational plans, interests, and ambitions with an instructor.	194	212	63	20	489
Percent of total responses	39.67	43.35	12.88	4.09	
Discussed comments an instructor made on a test or paper you wrote.	157	229	87	16	489
Percent of total responses	32.11	46.83	17.79	3.27	
Talked informally with an instructor about current events, campus activities, or other common interests.	196	212	58	22	488
Percent of total responses	40.16	43.44	11.89	4.51	
Discussed your school performance, difficulties, or personal problems with an instructor.	268	170	34	17	489
Percent of total responses	54.81	34.76	6.95	3.48	

Twenty responded "Never" to all of the discussions with faculty items and 2 persons responded "Very Often" to all items. In all 215 individuals gave responses of "Never" or "Occasionally" to all the items, while 8 gave responses of "Often" or "Very Often" to all the items.

Student Acquaintances

Survey respondents were asked a battery of six questions related to their discussions with other students. Of the 497 possible respondents, 490 completed at least one of the elements in this section. The types of discussions between student acquaintances about which information was sought were listed in Table III-4 in the order they appeared in the questionnaire. Placed also in this table was the complete set of responses to these items.

Table III-4

Frequency with which Students had Participated in Specific Types of Discussions with their Student Acquaintances

	Never	Occasionally	Often	Very Often	Total Responses
Had serious discussions with students who were much older or much younger than you.	119	239	102	29	489
Percent of total responses	24.34	48.88	20.86	5.93	
Had serious discussions with students whose ethnic or cultural background was different from yours.	133	235	85	36	489
Percent of total responses	27.2	48.06	17.38	7.36	
Had serious discussions with students whose philosophy of life or personal values were very different from yours.	139	228	100	23	490
Percent of total responses	28.37	46.53	20.41	4.694	
Had serious discussions with students whose political opinions were very different from yours.	192	214	64	19	489
Percent of total responses	39.26	43.76	13.09	3.885	
Had serious discussions with students whose religious beliefs were very different from yours.	190	196	79	25	490
Percent of total responses	38.78	40	16.12		
Had serious discussions with students from a country different from yours.	181	213	71	24	489
Percent of total responses	37.01	43.56	14.52	4.908	

Fifty-eight responded "Never" to all of the discussions with student acquaintances items, 63 responded "Occasionally" to all questions, 12 responded "Often" to all the questions, and 6 persons responded "Very Often" to all items. In all 270 individuals gave responses of "Never" or "Occasionally" to all the items, while 26 gave responses of "Often" or "Very Often" to all the items.

Art, Music, and Theater Activities

Survey respondents were asked a battery of six questions related to their conversations with other students about art, music, and theater and their attendance at on campus exhibits and concerts. Of the 497 possible respondents, 494 completed at least one of the elements in this section. The art, music, and theater activities about which information was sought were listed in Table III-5 in the order they appeared in the questionnaire. Placed also in this table was the complete set of responses to these items.

Table III-5

Frequency with which the Student had Participated in Specific Art, Music, and Theater Activities

	Never	Occasionally	Often	Very Often	Total Responses
Talked about art (painting, sculpture, architecture, artists, etc.) with other students at the college.	264	164	50	16	494
Percent of total responses	53.44	33.2	10.12	3.24	
Talked about music (classical, popular, musicians, etc.) with other students at the college.	175	196	86	36	493
Percent of total responses	35.5	39.76	17.44	7.302	
Talked about theater (plays, musicals, dance, etc.) with other students at the college.	272	168	33	19	492
Percent of total responses	55.28	34.15	6.707	3.862	
Attended an art exhibit on the campus.	375	92	17	6	490
Percent of total responses	76.53	18.78	3.47	1.22	
Attended a concert or other musical event at the college.	335	113	30	13	491
Percent of total responses	68.23	23.01	6.11	2.648	
Attended a play, dance concert, or other theater performance at the college.	349	102	29	11	491
Percent of total responses	71.08	20.77	5.906	2.24	

One hundred one responded "Never" to all of the art, music, theater activity items, 16 responded "Occasionally" to all questions, none responded "Often" to all the questions, and 2 persons responded "Very Often" to all items. In all 307 individuals gave responses of "Never" or "Occasionally" to all the items, while 3 gave responses of "Often" or "Very Often" to all the items.

Writing Activities

Survey respondents were asked a battery of eight questions related to their participation in various writing activities. Of the 497 possible respondents, 495 completed at least one of the elements in this section. The writing activities about which information was sought were listed in Table III-6 in the order they appeared in the questionnaire. Placed also in this table was the complete set of responses to these items.

Table III-6
Frequency with which the Student had Participated in Specific Writing Activities

	Never	Occasionally	Often	Very Often	Total Responses
Used a dictionary to look up the proper meaning, definition, and/or spelling of words.	17	138	184	155	494
Percent of total responses	3.44	27.94	37.25	31.38	
Prepared an outline to organize the sequence of ideas and points in a paper you were writing.	61	149	182	102	494
Percent of total responses	12.35	30.16	36.84	20.65	
Thought about grammar, sentence structure, paragraphs and word choice as you were writing.	19	85	205	186	495
Percent of total responses	3.84	17.17	41.41	37.58	
Wrote a rough draft of a paper or essay and revised it before handing it in.	40	83	153	217	493
Percent of total responses	8.11	16.84	31.03	44.02	
Used a computer (word processor) to write or type a paper.	128	79	97	190	494
Percent of total responses	25.91	15.99	19.64	38.46	
Asked other people to read something you wrote to see if it was clear to them.	85	152	127	125	494
Percent of total responses	17.21	31.78	25.71	25.3	
Spent at least 5 hours or more writing a paper.	84	126	142	143	495
Percent of total responses	16.97	25.45	28.69	28.89	
Asked an instructor for advice and help to improve your writing or about a comment he/she made on a paper you wrote.	141	191	106	57	495
Percent of total responses	28.48	38.59	21.41	11.52	

Six responded "Never" to all of the writing activity items, 2 responded "Occasionally" to all questions, 5 responded "Often" to all the questions, and 15 persons responded "Very Often" to all items. In all 36 individuals gave responses of "Never" or "Occasionally" to all the items, while 77 gave responses of "Often" or "Very Often" to all the items.

Science Activities

Survey respondents were asked a battery of nine questions related to their participation in various science related activities. Of the 497 possible respondents, 490 completed at least one of the elements in this section. The science activities about which information was sought were listed in Table III-7 in the order they appeared in the questionnaire. Placed also in this table was the complete set of responses to these items.

Eighty-nine responded "Never" to all of the science activity items, 2 responded "Occasionally" to all questions, no one responded "Often" to all the questions, and 4 persons responded "Very Often" to all items. In all 206 individuals gave responses of "Never" or "Occasionally" to all the items, while 10 gave responses of "Often" or "Very Often" to all the items.

Vocational Skills

Survey participants who were enrolled in a vocational program or a course in which they learned occupational skills were directed to respond to a set of seven questions concerning activities related to vocational skills. A total of 222 participants responded to at least one of the elements in this section of the questionnaire. The activities related to vocational skills about which information was sought were listed in Table III-8 in the order they appeared in the questionnaire. Placed also in this table was the complete set of responses to these items.

Forty responded "Never" to all of the vocational skill items, 7 responded "Occasionally" to all questions, 7 responded "Often" to all the questions, and 8 persons responded "Very Often" to all items. In all 64 individuals gave responses of "Never" or "Occasionally" to all the items, while 38 gave responses of "Often" or "Very Often" to all the items.

Clubs and Organizations

Survey respondents were asked to evaluate their level of participation in three areas related to campus clubs and organizations. Of the 497 possible respondents, 488 completed at least one of the three elements in this section. The club and organization activities about which information was sought were listed in Table III-9 in the order they appeared in the questionnaire. Placed also in this table was the complete set of responses to these items.

One hundred twenty-nine responded "Never" to all of the club activity items, 28 responded "Occasionally" to all questions, 3 responded "Often" to all the questions, and 17 persons responded "Very Often" to all items. In all 348 individuals gave responses of "Never" or "Occasionally" to all the items, while 37 gave responses of "Often" or "Very Often" to all the items.

Table III-7
Frequency with which the Student had Participated in Specific Science Activities

	Never	Occasionally	Often	Very Often	Total Responses
Memorized formulas, definitions, technical terms.	138	142	122	86	488
Percent of total responses	28.28	29.10	25.00	17.62	
Practiced to improve your skills in using laboratory equipment.	276	113	68	32	489
Percent of total responses	56.44	23.11	13.91	6.54	
Showed a classmate how to use a piece of scientific equipment.	272	145	52	19	488
Percent of total responses	55.74	29.71	10.66	3.89	
Attempted to explain an experimental procedure to a classmate.	261	154	56	16	487
Percent of total responses	53.59	31.62	11.5	3.29	
Tested your understanding of some scientific principle by seeing if you could explain it to another student.	284	157	36	10	487
Percent of total responses	58.32	32.24	7.39	2.05	
Completed an experiment/project using scientific methods.	253	145	64	26	488
Percent of total responses	51.84	29.71	13.11	5.33	
Talked about social and ethical issues related to science and technology such as energy, pollution, chemicals, genetics, etc.	218	169	65	36	488
Percent of total responses	44.67	34.63	13.32	7.38	
Used information you learned in a science class to understand some aspect of the world around you.	188	148	100	49	485
Percent of total responses	38.76	30.52	20.62	10.1	
Tried to explain to someone the scientific basis for environmental concerns about pollution, recycling, alternative forms of energy, etc.	221	144	80	40	485
Percent of total responses	45.57	29.69	16.49	8.25	

Table III-8

Frequency with which the Student had Participated in Specific Activities Related to Vocational Skills

	Never	Occasionally	Often	Very Often	Total Responses
Read about how to perform a procedure (occupational task, vocational skill).	66	58	64	34	222
Percent of total responses	29.73	26.13	28.83	15.32	
Listened to an instructor explain how to do a procedure.	42	31	78	69	220
Percent of total responses	19.09	14.09	35.45	31.36	
Watched an instructor demonstrate how to do a procedure.	43	30	77	69	219
Percent of total responses	19.63	13.7	35.16	31.51	
Practiced a procedure while being monitored by an instructor or other student.	60	54	60	44	218
Percent of total responses	27.52	24.77	27.52	20.18	
Practiced a procedure without supervision.	62	53	57	47	219
Percent of total responses	28.31	24.20	26.03	21.46	
Identified that there was a problem and located information from an instructor or other resource about what to do.	75	67	45	28	215
Percent of total responses	34.88	31.16	20.93	13.02	
Diagnosed a problem and carried out the appropriate procedure without having to consult any resource.	70	76	39	29	214
Percent of total responses	32.71	35.51	18.22	13.55	

Table III-9

Frequency with which the Student had Participated in Specific Activities Related to Clubs and Organizations

	Never	Occasionally	Often	Very Often	Total Responses
Looked in the student newspaper or on bulletin boards for notices about campus events and student organizations.	152	217	72	46	487
Percent of total responses	31.21	44.56	14.78	9.45	
Read or asked about a student club or organization.	266	153	41	26	486
Percent of total responses	54.73	31.48	8.44	5.35	
Attended a meeting of a student club or organization.	368	64	23	32	487
Percent of total responses	75.56	13.14	4.72	6.57	

Athletic Activities

Survey respondents were asked to evaluate their level of participation in three areas related to athletics. Of the 497 possible respondents, 482 completed at least one of the three elements in this section. The athletic activities about which information was sought were listed in Table III-10 in the order they appeared in the questionnaire. Placed also in this table was the complete set of responses to these items.

Table III-10

Frequency with which the Student had Participated in Specific Athletic Activities

	Never	Occasionally	Often	Very Often	Total Responses
Followed a regular schedule of exercise, or practice in some sport, on campus.	293	93	37	56	479
Percent of total responses	61.17	19.42	7.72	11.69	
Sought instruction to improve your performance in some athletic activity.	309	86	37	46	478
Percent of total responses	64.64	17.99	7.74	9.62	
Attended an athletic event on the campus.	343	82	23	32	480
Percent of total responses	71.46	17.08	4.79	6.67	

Two hundred twenty-seven responded "Never" to all of the athletic activity items, 17 responded "Occasionally" to all questions, 2 responded "Often" to all the questions, and 20 persons responded "Very Often" to all items. In all 350 individuals gave responses of "Never" or "Occasionally" to all the items, while 30 gave responses of "Often" or "Very Often" to all the items.

Counseling and Career Planning

Survey participants were asked respond to seven questions related to their participation in college counseling and career planning. Their possible responses were "Yes" or "No." Of the 497 possible respondents, 491 completed at least one of the elements in this section. The counseling and career planning activities about which information was sought were listed in Table III-11 in the order they appeared in the questionnaire. Placed also in this table was the complete set of responses to these items.

Table III-11

Frequency with which the Student had Participated in Specific Counseling and Career Planning Activities

	Yes	No	Total Responses
Talked with a counselor/advisor about courses to take, requirements, education plans.	345	145	490
Percent of total responses	70.41	29.59	
Discussed your vocational interests, abilities, and ambitions with a counselor/advisor.	271	219	490
Percent of total responses	55.31	44.69	
Read information about a 4-year college or university that you were interested in attending.	353	137	490
Percent of total responses	72.04	27.96	
Read materials about career opportunities	345	145	490
Percent of total responses	70.41	29.59	
Made an appointment with a counselor or an advisor to discuss your plans for transferring to a 4-year college or university.	240	249	489
Percent of total responses	49.08	50.92	489
Identified courses needed to meet the general education requirements of a 4-year college or university you are interested in attending.	373	112	485
Percent of total responses	76.91	23.09	
Talked with a counselor/advisor about personal matters related to your college performance.	155	332	487
Percent of total responses	31.83	68.17	

Thirty-one responded "No" to all of the counseling and career planning items and 94 persons responded "Yes" to all these items.

Learning and Study Skills

Survey respondents were asked a battery of nine questions related to the the amount of instruction they had received in various study skill areas. For each of these activities they were to select between the following responses: "None", "Some", "A lot." Of the 497 possible respondents, 493 completed at least one of the elements in this section. The learning and study skills about which information was sought were listed in Table III-12 in the order they appeared in the questionnaire. Placed also in this table was the complete set of responses to these items.

Table III-12

Frequency with which the Student had Received Instruction in Specific Learning and Study Skills

	None	Some	A lot	Total
Memory Skills	178	243	68	489
Percent of total responses	36.4	49.69	13.91	
Notetaking Skills	187	212	90	489
Percent of total responses	38.24	43.35	18.4	
Listening Skills	169	212	107	488
Percent of total responses	34.63	43.44	21.93	
Speaking Skills	163	222	103	488
Percent of total responses	33.4	45.49	21.11	
Writing Skills	100	198	191	489
Percent of total responses	20.45	40.49	39.06	
Reading Skills	165	199	122	486
Percent of total responses	33.95	40.95	25.1	
Test Taking Skills	175	239	71	485
Percent of total responses	36.08	49.28	14.64	
Time Management Skills	209	202	79	490
Percent of total responses	42.65	41.22	16.12	
Problem Solving Skills	158	243	88	489
Percent of total responses	32.31	49.69	18.0	

Thirty-eight gave a response of "None" to all of these items, 25 gave a response of "Some" to all of them, and 8 respondents gave "A lot" as their response to all of these items. In all, 135 students responded "Some" or "A lot" to all nine of these items.

APPENDIX IV

FREQUENCY OF STUDENT PARTICIPATION IN VARIOUS GENERAL EDUCATION AREAS

Survey participants were asked to indicate whether they had taken (or were taking) courses in several general education areas. Specifically these areas were: Sciences (such as astronomy, biology, physics, chemistry, geology, etc.); Social Sciences (such as psychology, political science, sociology, economics, ethnic studies, etc.); Fine Arts (such as music, theater, dance); College Math (not remedial math); English Composition (not remedial English); Humanities (such as history, literature, philosophy, etc.); Foreign Languages; Speech, Communications; Computer Science; Physical or Health Education. The analysis of the responses to this section of the questionnaire was based on those received from students who were not new to Saddleback College and who had taken more than 15 units at Saddleback. While 497 responses were possible from this group, not all individuals gave a response for each course category. The complete distribution of responses for each course category was placed in Table IV-1

Table IV-1

Frequency with which Students had Taken Courses from Various General Education Course Categories

Course	No Class	One Class	More Than One Class	Total Responses
Social Sciences	55	102	331	488
Percent of Total Response	11.27%	20.9%	67.83%	
Humanities	102	167	218	487
Percent of Total Response	20.94%	34.29%	44.76%	
Sciences	151	173	165	489
Percent of Total Response	30.88%	35.38%	33.74%	
English Composition	156	163	169	488
Percent of Total Response	31.97%	33.4%	34.63%	
College Mathematics	156	203	127	479
Percent of Total Response	32.1%	41.77%	26.13%	
Physical or Health Education	202	131	154	487
Percent of Total Response	41.48%	26.9%	31.62%	
Speech, Communications	208	223	55	486
Percent of Total Response	42.8%	45.88%	11.32%	
Fine Arts	206	154	119	479
Percent of Total Response	43.01%	32.15%	24.84%	
Foreign Languages	338	104	46	488
Percent of Total Response	69.26%	21.31%	9.426%	
Computer Science	352	83	46	481
Percent of Total Response	73.18%	17.26%	9.563%	

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